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ABSTRACT

This manual is designed to assist administrators and counselors in adult basic education programs in implementing the group career counseling model. Section I focuses on administering adult career counseling centers. Topics include establishing a service and managing a center. A checklist for administrators is provided for use as a reference in developing, maintaining, and evaluating their programs. Section II describes the Adult Career Counseling Model. The first part reviews the philosophical and professional foundations for effective adult career counseling. The second part describes the Career Development Workshop, which is to be conducted in a group counseling format. Materials are provided for the seven two-hour sessions and one-hour individual counseling session that comprise the workshop. Each session is composed of these components: goals; objectives; outline of activities, materials, and handouts; activities with counselor instructions and process; and handouts. Section III provides information on adapting the model for literacy students. It makes suggestions for preparing for the Career Development Workshop, has recommendations for adapting the model for English-as-a-Second Language students, gives specific suggestions for each session of the model, and includes revised materials and bibliographies. Sample forms are appended. (YLB)

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ADULT CAREER COUNSELING MANUAL

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CE 052 039

ADMINISTERING AND IMPLEMENTING ADULT CAREER COUNSELING SERVICES IN COMPREHENSIVE PUBLIC ADULT AND CONTINUING EDUCATION PROGRAMS IN NEW YORK STATE

A Manual for Administrators
and Counselors
in

--Administering Adult Career Counseling Centers
--Conducting Adult Group Career Counseling Model
--Adapting Adult Group Career Counseling Model for Literacy Students

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Project staff are grateful to Mary Shackel who prepared this manual, which could not have been completed without her skill and dedication.

This Adult Group Career Counseling Model is a core service of the Comprehensive Educational Assessment and Counseling Services Component of CASSET (Counseling, Assessment and Support Services for Education and Training).

Funded under Section 310 of the Adult Education Act, Title XIII. Revised January, 1989.

Dedicated to Margaret Tayler Anderson

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Preface and Acknowledgements

Changing social and economic conditions have dramatically altered the world of work. The impact of these changes has made entry and advancement in the working world difficult for many adults. For most adults, career patterns are less stable. There are many dislocated workers, underemployed adults, and adults whose skills have become or may become obsolete. As the number of adults in career and educational transition has increased, so has the demand for career counseling.

In 1982 an Adult Counseling Task Force appointed by the Bureau of Adult and Continuing Education Program Development emphasized the State of New York's need to provide career counseling services for adults in comprehensive adult learning centers and to establish additional centers and services. This emphasis paralleled a significant effort by the State Education Department to link the economic needs of the State to its vast educational delivery system. In addition to focusing its resources on training of workers for the job market, the state has also recognized that when workers are engaged in jobs appropriate to their needs, interests and abilities, their productivity is increased. Career counseling is an integral part of this productivity.

The Division of Adult & Continuing Education Programs has addressed these needs through a grant under the Adult Education Act, Section 310, to the Port Washington Public Schools. In its first phase, the project provided training in adult career counseling methods to administrators and counselors of adult programs. The focus of this project has been the expansion of adult career counseling services emphasizing the inclusion of a group career counseling model in the Adult Basic Education programs of the public schools and BOCES of the state, as well as in other agencies funded under the Adult Education Act, Title XIII.

An additional goal of the project has been to link up with other programs funded under such sources as the Vocational Education Act, the Job Training Partnership Act, Employment Preparation Education, etc. It is the hope that such coordination will provide maximum service to the greatest number of adults. It is recognized that the implementation of this model also applies to general continuing education populations of local school districts, BOCES adult programs and community colleges, as well as to disadvantaged target groups. Its components can be adapted to a variety of existing programs in rural, suburban and urban settings.

This manual has been developed to assist programs in implementing the model and expanding services. It will provide information to adult program managers on the "how-to's" of expanding such services in a comprehensive manner. Its thesis is that the core of a program should be the group career counseling process supplemented by individual counseling activities and coordinated with other group processes such as life skills, intake and academic counseling activities, assessment and introduction of career information into instructional curriculums. The focus of this manual is on those skills, processes and materials necessary to provide such services.

After exploring a variety of models, the project selected for demonstration purposes was the career seminar offered at the Rockland County Guidance Center. Components of this seminar are generic and included in many other career counseling group processes; however, the project staff has found this program to have the longest successful history in adult career guidance in the state.

The model was developed in 1966 as the result of Gov. Nelson Rockefeller's 1965 Conference on the Status of Women. After two years of pilot projects focusing on re-entry women, the agency became part of Rockland Community College. In 1979 the Rockland County Legislature transferred the Center to the jurisdiction of the County Department of Social Services and the Commissioner mandated that it serve adults from all socio-economic and education levels. It offers the opportunity to explore potential job and career choices, to acquire skills, to find jobs with career ladder potential, to identify and pursue the educational and training needed to achieve both short and long range goals, and to achieve changes in attitude needed to overcome the barriers to achieving job and career goals.

Particular acknowledgment is made to Margaret Anderson, Director of the Rockland County Guidance Center, for her major contribution to the field of adult career counseling. She has served many adults for the past twenty years, and has been an invaluable resource to this project as advisor and participant trainer.

The Division of Adult & Community Education Programs also acknowledges the excellent training provided by the Port Washington Public Schools under the leadership of Jean Napper, Coordinator of Adult Curriculum Services, Bronx Community College, formerly Director of Educational and Community Support Services. Other individuals who assisted in the development of this manual are: Benita Dolin, Counselor, Rockland County Guidance Center; Barbara Gross, Coordinator, Career Counseling Center, Port Washington Adult Program; Ann Sue Israel, Asst. Superintendent of Personnel, Port Washington School District; Jane Schulman, Director, Adult Career Counseling and Resource Center, Laguardia Community College; Dr. Sonya Shapiro, Associate Dean, Division of Continuing Education, New York City Technical College; and staff of the Rockland County Guidance Center. Particular acknowledgement is made to the Yonkers Center for Continuing Education of the Yonkers City School District, for the addition of materials for adapting the model for literacy students. Gladys Eisinger and Barbara Nocca, Counselors, developed the materials.

SECTION I

Administering Adult Career Counseling Centers

Editorial Introduction, Margaret Tayler Anderson

Since adults seeking career counseling often have very limited resources and lack self-esteem, and indeed may be at crisis, how a program is set up and administered is crucial. Great care must be taken to encourage and sustain participation. The decision to look for life alternatives is often fragile and tenuous and needs immediate and constant affirmation.

The New York Adult Career Counseling Project recommends that the core of an effective career counseling program be a group career counseling process, scheduled for a maximum of 14 hours, at two hour sessions for a minimum of seven weeks. Such an approach is cost efficient and highly productive in terms of participant outcomes. A tested model is described in this manual.

Selection of warm and wise counselors is the primary concern of an effective group counseling program. Although in some locations well trained people may be hard to find, other attributes besides formal training should be carefully considered. Counselors should be people concerned with human growth, who understand that adults often have lots of unraveling to do before they can reknit the fabric of their lives. That requires a counseling process almost the opposite from that needed to counsel youth. Career counseling's focus on job development involves changes in life styles--often requiring a whole new fabric, not just a mend or patch. Someone successful at helping young people build a good career plan may not always be able to guide the unscrambling and reassembly of the many pieces involved in redirecting an adult whose career has been cut off in mid-life -- or who has just never had a chance to integrate his real talents and interests into a career ladder rather than just a collection of odd jobs.

In other words, choosing the counselor is the top administrative function. There must also be on-going supervision to be sure that quality counseling is maintained and that personal crises and changes do not disrupt the flow of the client's growth. And, like it or not, the counselor is a role model and this should be considered in hiring.

How and when the program is set up should be done carefully with the focus on the community or students to be served. The time must be when people are most available and able to give the program their best for the period involved--usually about two months. A schedule that seems to work well is to administer assessment instruments prior to group meetings and then schedule the groups once a week for seven weeks. Each session should be about two hours. A longer session will exhaust people who have already worked all day, and less than two hours does not allow for group coherence which is essential for the group participants to be supportive of each other. Individual meetings between counselor and adult need an hour, but often because of transportation or other constraints this must be flexible. The counselor needs to have some free time, if possible, in addition to one individual appointment per person, as there are always people who need more time or people whose act comes together more slowly than others.

Assessment instruments used, depending on timing and budgets, should be completed prior to the scheduled groups. This need not be done by counselors but should be administrered by a sympathetic person who can explain the rationale of the tests and help adults allay their fears of "tests". Results should be treated confidentially as adults are often super-sensitive about their scores.

The people involved in the career counseling process need to keep in mind not only each participant's right to choice and change, but the responsibility for triggering growth--and the endless variety of approaches. It is important to put together a collection of career materials if a nearby library does not offer such information. Most materials can be collected free, but finding them can be time-consuming. Even postage may be prohibitive. Therefore every effort should be made to use existing resources. If possible, a subscription to Vocational Biographies should be kept as a source of wide variety of career information and further references. Catalogs of schools and training programs offered nearby should be kept up-to-date. Sources of financial aid and applications should be on hand.

A file of local employers and the skills they need is helpful. To begin, the focus of career information in an adult center should be local relatively few users will be mobile. More general materials can be added later. Sample application forms, civil service tests and job descriptions are useful in allaying fear of the unknown and putting applicants at ease. Information about current salary levels should also be collected.

Funding for career counseling has been uncoordinated and uneven in its availability. However, public officials are giving greater attention to career counseling. Various sources such as the Vocational Education Act, Job Training Partnership Act, and Adult Education Act include counseling as an allowable budgeted activity or in some cases as a specific priority. State formula funding for literacy programs such as the Employment Preparation Education program also provides funding for group career counseling attendance.A new awareness of the need to coordinate services is being recognized by the State Education Department. Administrators should know about these sources and be creative in their use.

A variety of other solutions to funding is possible. To get a program started, appeals to local service organizations or philanthropists may bring funding, as well as volunteer time, space and research. Elected officials on both the state and county level are becoming sensitive to the remedial education needs of adults with counseling as a basic component in the monumental task of reducing welfare rolls. The employment and rehabilitative sections of Social Services and Mental Health may be able to contribute funds directly or indirectly by providing staff. The Office of the Aging may have paid positions to contribute (or even highly qualified retired counselors). Employed adults may pay fees. Because the adults who need career counseling come from such a wide range of backgrounds, the funding base may be quite diverse.

Administrators should be aware that judicious use of initial meager resources may be the key to program survival. The skeptical public needs to be assured of the tremendously effective dollar value of such programs, and evidence of their kind of value is not quickly established. Down the line there will be no problem getting dramatic testimony about the value of these programs--the productive changes in the lives of participants--but that takes several years. When you have a grandmother who completed the program and never stopped until she finished law school, or a former nonreader who has achieved an R.N., or a school dropout who has become a super salesperson, it is easy to prove the need for funding. At the beginning it may take an act of faith and creative efforts to establish a program.

Remedial education and counseling should be considered basic rights for those whose education may have been neglected early on. Public retribution needs to be made at whatever age the adult realizes the deprivation. Non-recognition of the need for adult education and couseling is a flaw in the educational process which should be treated in the same historical perspective as the losses occurring to victims of racial or sexual discrimination. Universal education with career development as an integral part belongs to everyone, not just the young.

Establishing and Managing Adult Career Counseling Services

Establishing a Service . . .

Career counseling services may be provided by a variety of institutions. While there are distinct characteristics among these institutions that may affect the importance of a counseling service, there are administrative responsibilities common to all agencies including local educational agencies (LEA's), Boards of Cooperative Educational Services (BOCES), community colleges and Community Based Organizations (CBOs). Below is a summary of common administrative functions, followed by a discussion of concerns peculiar to each institutional system, and of ways to establish these functions. Some of these functions are also considered in the manual, Managing Programs for Adults,[1] which should be used as a cross-reference.

Common Functions:
- needs assessment
- administrative and community support
- funding base
- staffing and staff development
- location
- plan for activities and services
- scheduling
- marketing
- linkages
- information resources
- evaluation

. . . . **in Local School Districts:**

Feasibility: An LEA must first determine whether it has the capacity, size of population, and/or staff to offer a comprehensive career counseling service. Local school districts with large adult programs may well be able to offer comprehensive services. Some districts with small, part-time adult programs may find it difficult. If a program is small, a coordinated service might be provided through a BOCES, as described under BOCES issues. Adult Basic Education programs should recognize that individual and group counseling is required by the Commissioner's Regulations for Employment Preparation Education programs. To meet this requirement, small rural programs may arrange for BOCES to provide group career counseling.

While a cooperative service may not be possible in a small program, a trained counselor can conduct the group model. Many small programs are doing it, adding a real service to their community.

Coordination with Adult Basic Education and High School Equivalency Programs: Most ABE/HSE programs already have counseling services that include intake interviews, locator and achievement tests, life skills, referrals, and crisis counseling. Any addition of career counseling should be coordinated with existing services. For example, information obtained in an intake process can become part of the adult's own self-assessment and be incorporated into the career counseling process. If the academic counseling is handled by a different counselor, information that is not confidential should be shared. That should enhance both counseling components.

Some programs may also want to include career information in the regular academic curriculum; such career education will add to the career counseling process.

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[1]New York State Education Department, Bureau of Curriculum Development and Division of Continuing Education. Managing Programs for Adults. Albany, New York, 1983.

Some programs may have counseling provided through other funding sources, such as the Vocational Education Act or the Job Training Partnership Act. While these programs may be more oriented to job placement than to career development, they are not incompatible with goals of career counseling, and effort should be made to coordinate and enhance services through differently funded programs.

Coordination with General Continuing Education and Occupational Education Adult Programs: Consideration should be given to offering group career counseling to heterogeneous populations. If an LEA has an ABE/HSE program as well as a general continuing education program, counseling groups composed of a mix of populations can provide a dynamic group process. Fees could be charged to the general population while ABE adults are served at no charge.

General Continuing Education Programs: While this manual is primarily directed to funded programs, the process described can be used in programs in which fees are charged. However, it may be difficult to provide the professional staff needed if fees are the only source of funding. Volunteers or college interns can help, but to maintain professionalism additional funding or a consortium effort may be necessary.

. . . . **in Boards of Cooperative Educational Services:**

As regional agencies, the BOCES are logical providers of comprehensive counseling services for adults. The BOCES can provide counseling services beyond the capacity of small part-time programs as a shared service to their component districts. For example, by pooling resources, the BOCES can hire and train staff that can offer counseling to more than one adult program. Training requires time, expertise and money, so it can be provided more effectively centrally. The BOCES can also develop the referral sources, both print resources and agency linkages. By pooling resources, a full-time coordinator could develop these resources for a number of component districts. Counselors could be provided on an itinerant basis, much as special services are provided in the K-12 system.

Brochures and marketing strategies can also be provided by the BOCES in rural areas, for programs too small to develop their own. The LEA can continue its own instructional or general continuing education program while using BOCES special counseling services.

The BOCES may be able to coordinate counseling services through various funding sources, such as Vocational Education Act, Job Training Partnership Act, and Employment Preparation Education State Aid. Use of BOCES administrative aid could also be explored. Because the BOCES often have full-time administrators in adult programs, they have greater resources than LEAs to explore various funding sources, and thus have the possibility to develop comprehensive services.

. . . . **in Community Colleges:**

Community colleges provide an excellent environment for the establishment of comprehensive counseling services for adults. Community colleges are often the setting that welcomes adults, and other non-traditional learners. Programs for adults are usually large and comprehensive and staff from these programs can be trained to provide career counseling services to a variety of programs. Funding from a variety of programs (e.g., VEA, JTPA) can be shared in order to develop a comprehensive center, providing career counseling services to all funded programs.

Community colleges can develop a comprehensive career counseling program to be offered to the general public on a fee basis. This service can be offered as a part of the General Continuing Education Program, which is designed to be fee-based. Students in ABE, ESL and HSE classes could be served at no charge, while the general public could be charged a fee, possibly sliding scale.

Because of its role in the community, a community college is in a unique position to make available comprehensive career counseling service to a wide spectrum of adults. Career counseling could be offered to all adults in the community, those who have pursued non-credit adult education, and even those

adults who have chosen to pursue credit courses. To provide this service on a college campus, provides an excellent environment to encourage adults to pursue life-long learning.

. . . . **in Community Based Organizations:**

Staffing is crucial to career counseling. If a CBO has professional counselors, it may be able to provide group counseling. The issues pertaining to LEA's would also apply to CBOs with one addition.

CBOs too small to provide their own services would be unable to enter into a consortium with the BOCES, but may contract for services through a BOCES or large LEA.

Because of its role in the community, a CBO is in a unique position to provide a supportive environment to its adult population. If it is large enough to employ professional counselors, career counseling would enhance its offerings to its adult population. It would also have access to foundation grants that might not be available to LEA's and BOCES.

Managing a Center

Needs Assessment:

All agencies should assess the needs--both the population in its service area and the availability of existing career counseling services. Investigate public school and BOCES services, services at two and four year colleges, trade and business centers, women's centers, state employment agencies, and libraries. The needs assessment should examine the time when such service is provided, the nature of the counseling, the cost and whether the service limits participants to the institution's own students, whether it emphasizes information or counseling, and whether it stresses career development or job placement. Knowledge of services in your region will help you decide whether you are duplicating service. You may still feel your students will need the support of an in-house service, but you will also be aware of resources for referral. In addition to assessing existing services, you may want to survey interest in career counseling for adults in your service area. You will need to include indirect data from agencies in the area, as adults will not always respond directly to questions about need for counseling. However, one may approach potential clients with questions related to the components of the counseling process. For example, "Are you interested in preparing a resume?" or "Would you like help in preparing for a job interview?"

Securing Support:

It is important to get the support of local Boards of Education in LEA's and BOCES, and of central administration in all agencies. A large part of any successful program is the support of the community. Administrators should seek to establish communication with local educational, government and community service organizations such as other Adult Basic Education programs, employment services, area employers, social agencies, mental health agencies and volunteer organizations.

Funding:

Successful implementation and maintenance of a career counseling center is usually dependent on obtaining several sources of funds. Some funding sources are dictated by the nature of your agency.

Foundations: CBO's and colleges usually enjoy greater success with foundations than public schools, but all agencies should consider them. Some public schools, particularly in cities, have begun to get foundation funds and have formal non-profit corporations to process those funds. The Foundation Center in New York City is a source of information about appropriate foundations.

Federal Funds: Counseling is fundable as a support service for most federal programs. Some federal programs have designated priorities for counseling, such as the Vocational Education Act, Displaced Homemakers Program, and the Job Training Partnership Act (job placement). The Federal Register, available in most school district business offices, has announcemnts of federal funds.

The Adult Education Act (AEA) will fund support services for its literacy programs. As more funds for literacy become available on a state level, more money for counseling will be possible under AEA.

State Funds: Employment Preparation Eduction: In 1984, the New York State Legislature passed legislation to provide formula aid for literacy programs operated by local school districts for adults 21 and older. Each hour of attendance in group instruction generates formula aid for the adults. Included in group instruction is career counseling. Variations in the amount of aid determined by varying real wealth of districts. The BOCES may access these funds indirectly through their component districts.

Youth 16-20 may generate Equivalent Attendance Aid in some districts.

Fees: Adults with high school diplomas and financial resources may be charged fees. These fees should be reasonable. A sliding scale based on income and size of family could be used.

Funds Through Colleges: Colleges have available to them VEA funds, grants discrete to higher education and FTE aid. Some colleges have granted one credit for group career counseling and have been entitled to fulltime equivalent aid.

Creative Use of Funds: Managers should always fulfill the requirements of funding sources. Within these requirements, a great deal of potential exists to provide effective programs. Funding efforts can produce additional funds to support career counseling centers.

Unions / Business & Industry: There is a potential to market career counseling to corporate entities, public agencies and unions. The model may be of interest to companies and other entities for employees who are interested in upgrading and employees preparing for retirement. Dislocated workers are also potential users of the process and firms that are down-sizing may wish to pay for such counseling. Outplacement counseling is also possible for middle and upper level managers. The State's network of Regional Education Centers for Economic Development may be able to assist in negotiating contracts.

Many unions are providing stipends to members for occupational training. They often require career counseling as a pre-requisite to receiving the stipend.

Personnel and Staff Development:

Essential staff to operate a center should include an administrator, counselor/s and a secretary. Depending on the scope of program, personnel can be part-time or full-time. An agency should evaluate its current staff members to determine if any of them could assume some of the responsibilities of the center. The recruitment of part-time counselors can give diversity to staff and allow flexible scheduling. It is often possible to get excellent counselors who want to work part-time.

A good program will depend entirely on the quality of staff hired. It must be remembered that adults are usually volunteer students. If their needs are not met, they will not continue to participate. This is even more true in sensitive activities like counseling. For people discouraged by economic or educational disadvantage, counselors with outstanding skills and sensitivity are essential.

Counselor Qualifications:

The kind of background and skills that counselors bring to the group career counseling model will significantly affect the quality of the program. It is recommended that every counselor in the program have an earned Masters Degree in counseling. That is not to say that everyone with that educational qualification is necessarily suited for the position. There is, however, an assumption that those with a Masters Degree in counseling have learned the fundamental theories and practices. One cannot take lightly the dangers inherent in counseling adults in transition, people who often have high degrees of anxiety, poor personal integration, and feelings of inadequacy. A career counseling program with integrity needs some standard for insuring that the counseling staff has a basic understanding of human behavior and the professional skills needed to fulfill the goals of the program.

Career counselors for adults in transition should be non-judgmental, but not afraid to express their personal values as their own opinion when asked. This is part of role modeling. They need to display an openness and flexibility about new ideas and behavior as well as a genuine acceptance of people from all segments of our population.

Ideally, administrators of the program should have excellent interpersonal qualities, leadership skills and a strong commitment to the understanding of the adult career counseling model.

Counselor Selection:

Adults in career transition are often available only after work, in the evenings, and on weekends to attend the Career Seminar. It may be difficult to find professional career counselors who will work at those times. However, a rich pool of qualified counselors who have full-time positons in other settings are often available for evenings and weekends. Sources such as the followng may be used to recruit counselors.

1. Advertisements in the local newspapers.
2. Contacts with graduate schools which offer Masters Degrees in counseling.
3. Guidance departments in local school districts.
4. Professional associations such as the American Association for Counseling and Development; and Adult Education Associations.

Suggestions for Questions to be used When Interviewing Career Counselors

1. Tell me about yourself.
2. How do you consider career counseling of adults to be different from counseling those under eighteen?
3. Could you describe your approach to career development for adults?
4. What in your background helps you relate to working people in career transition?
5. What do you consider to be your strengths?
6. What are your weaknesses?
7. Why did you choose counseling as a career?
8. What is your counseling framework?
9. How do you know you are a skillful counselor?
10. Do you have any questions?

Staff Development:

Since the counseling staff may be part-time, and since the model may be offered in various locations, it is essential that staff development be provided.

Training in program procedures should be provided whenever new staff is hired. It can be provided in formal settings, such as State Education Department workshops, or locally sponsored workshops by experienced career counselor trainers. Content of training should include information on resources in the region, such as educational and human service referrals, educational options, career information, employment information and print resources. An internship in the career counseling model is very important and gives a counselor ownership of the process. Internships can be arranged by networking with other career counseling services.

Use of this manual is another valuable tool in staff development.

The administrator of the program should establish a systematic procedure for duplicating and forwarding new career and educational material to each counselor. The world of work is in constant flux. Career counselors cannot be expected to have a wealth of up-to-date information at their fingertips, but they should be given important new information as it becomes available.

Establishing a professional library, a collection of books and periodicals for counselors to share with each other, is valuable to staff development.

In a large program it would be helpful if regular staff meetings were held to discuss new career and educational information, new counseling techniques and specific clients. In addition, counselors should access the career counseling network in their region for consultation and advice from other professional career counselors.

A training plan for staff should include the following:

1. Counselors should attend workshops on the model offered by the State Education Department.

2. Counselors should be given a copy of this manual and manuals of tests used -- i.e., the Manual for the SVIB-SCII Strong Campbell Interest Inventory (Third Edition) or the Omnibus Personality Inventory and the book If You Don't Know Where You Are Going, You'll Probably End Up Somewhere Else by David Campbell.

3. Before leading a group they should participate in a Career Seminar as an intern. Make clear that they are to join all the excercises and function as an equal member of the seminar group. They can use the manual to prepare for the sessions. The administrator of the program must be available to counselors for discussions of all aspects of the program.

4. All counselors in training should complete the Strong Campbell Interest Inventory and the Omnibus Personality Inventory. They should review their results either in the seminar they attend or during the training provided by the State Education Department.

5. Although some counseling staff may be permanent, other counselors may be working part-time in the evenings or on weekends. If and when counselors leave, a pool of trained counselors should be available to fill the empty places.

6. In keeping with the philosophical overview of the program, every opportunity should be provided for the counseling staff to continue their own career development, to assess where they are and where they want to go. The administrator should serve as career counselor for the program's staff. The dynamic view that we are always on the way must prevail for all.

Location:

The location of the program should be based on results of the needs assessment. It should be centrally located and easily accessible. From its center, satellite services can be offered at other locations. The center should house print resources and a small career library, if possible.

The service should have an identity so adult users will have a place to drop in or come back for follow-up counseling or to use the career library.

Scheduling:

Scheduling should be flexible, providing both day-time and evening services throughout the year. Scheduling of groups can be facilitated by regularly scheduled orientation sessions which explain the service, after which adults can be asked to list their time preferences. When enough adults choose the same time, a group can be formed and scheduled. Some centers schedule weekly "open-houses," both morning and evening, to explain, test and register for career groups. Part-time programs can provide flexible arrangements very easily.

Activities, Services, Career Workshops:

The type and extent of activities to be scheduled and services to be offered should be determined. The most important service should be group career counseling, described in detail in Section II of this manual. Other support activities may include the "open-house" described above; individual career counseling; intake counseling for testing, information gathering and orientation to the academic program; and career workshops.

Life-skills may also be offered, as well as computerized guidance information, if available. Some of these types of services are described in the manual.

Career workshops which provide job information by volunteers from the community are a good addition to a career center. Career workshops are an excellent way of providing current, local information in an entertaining and detailed manner. Most people are delighted to share their knowledge with other adults and will describe how they chose their career, what preparation they made to achieve their present status, what the current requirements are for someone entering their field, local employment opportunities, etc.

One effective type of workshop is to set up a panel with several speakers from different levels of the same career such as a nurse-midwife, a supervising registered nurse, a licensed practical nurse and a nurse's aide. This can provide the basis for a discussion of career ladders as well. Occasionally someone is willing to be interviewed or participate in a panel discussion. Providing presenters with a printed outline, such as is found in the Appendix, is helpful.

Many of those who speak at workshops are also willing to act as career advisors on an individual basis. Retirees should not be overlooked; they often have free time and are delighted to make use of their experience.

Career Education:

Classroom career education is a good supplement to career counseling. However, career education is NOT career counseling. Teachers and counselors do different things.

Marketing and Publicity:

The most important factor in the successful start of a center is that it become known as a resource quickly. Perhaps the most important first step is the development of an attractive brochure that explains the services and makes it easy for adults to initiate participation. This is particularly necessary for a regional agency. "In-house" programs can tell their students about their services in a more informal way -- through their teachers and counselors. A brochure may be necessary "in-house", too, for program participants not directly involved in the program that funds the service.

The second most important step is to contact other agencies to offer referrals to them and request referrals from them. Here, again, a brochure is helpful.

Full scale publicity and marketing campaigns within the service area are integral to establishing a career counseling center. All channels of publicity should be explored: local newspapers, women's centers, continuing education programs, local businesses, community organizations and chambers of commerce. If funds are available, direct mail is effective. Flyers can be posted or distributed in local stores, community centers, welcome wagons and libraries. Interviews on local cable TV and radio can be arranged. Visits should be made to local libraries to describe the service to reference and career information librarians. Ads in local newspapers are effective. Feature stories should be submitted to local newspapers.

Linkages

Important to the success of a career counseling service is the development of community links. These linkages serve several purposes. They provide current information to counseling staff about social, educational, health and other community agencies that are of potential use to counselors. They become part of a support network for the career counseling service. They may provide referrals of their own clients to the career counseling service. They may provide services to which the career counselors may refer their own adult counselors. Referrals may be for housing information, legal services, mental health services, educational services, etc. They may be links to employers that can provide employment information, employment advisors, and even job placement.

Establishing a network of community links involves time and effort. It can be accomplished by writing letters, attending meetings, speaking about your services at community meetings, conducting joint projects, inviting community agency professionals to visit your center, sending supplies of brochures to community agencies, etc. On-going communication is the key to effective links.

Information Resources:

Development of a career information library is essential. Clients come and use resources as part of the career exploration unit in the group seminar. They may do reading to complete the book reports, to gain insights into a variety of careers, or to gather specific information about job and educational options. This information should be local, relevant and current.

In order to develop the library, core materials and resources should be available. They should include current career books, a variety of job information publications, pamphlets, newspaper clippings, and government publications. Catalogs of nearby colleges' training programs, and educational guides are important. Files of career advisors/mentors and employers in the region are also helpful. These people may be available for information interviews and advising as well.

Some career information centers might find that audio-visual career resources are available, cost effective and valuable. They may include video-taping for the mock job interview. Computerized job information and resources are useful but do not take the place of the counselor.

It is sometimes possible to utilize existing computerized guidance services at your own agency or school district. Also local libraries and educational information centers contain extensive job information and are a valuable resource. (See Appendix for suggested bibliography.)

Evalution:

Evaluation of a counseling program should be a consistent activity. Evaluation should be based on objective data, such as number of participants, as well as demographic data. It should also include completion of an evaluation form by counselees immediately following the completion of service and, if possible, a followup summary six months later.

Evaluation forms should measure client satisfaction. They should ascertain outcomes such as a decision to continue education or apply for a job. They should also show how many clients obtained or upgraded jobs.

Sample evaluation forms are found in the Appendix.

A center may choose to develop its own evaluation forms, or may need to respond to evaluation requirements of a funding agency. Whichever evaluation forms are used, data gathered should answer the following general questions:

1. Is the program operating effectively?
2. Is the program meeting its overall goal of helping individuals make career decisions and take concrete action steps to obtain education, training and/or employment?

In addition, the effectiveness of the program can be measured on a day-to-day basis by observing the staff and the overall climate. Periodic staff meetings and conferences with individual staff members can help to identify areas of strengths and weaknesses.

In general, the overall effectiveness of the program will be measured by the reputation it has in the community and by the reactions of people who have participated in the program. Program survival depends on constant evaluation of the product. If people are pleased, word of mouth will bring in new participants. If people don't get the help they need, the word will get around very quickly.

Checklist for Adult Career Counseling Service Administrators

The following Checklist is for administrators to use as a ready reference for developing, maintaining and evaluating their programs:

- assess community needs
- generate internal administrative support
- generate community support
- launch marketing and publicity campaigns
- establish location and time schedule (calendar)
- set up office space and meeting rooms
- produce and assemble materials, tests, books and handouts
- develop a career and educational resource library or make arrangements for use of an existing one
- develop a referral file
- develop career workshops
- recruit and train support staff
- recruit counseling staff
- design record keeping procedures which maintain confidentiality
- recruit seminar participants
- seek additional funding sources
- design and implement evaluation programs

SECTION II

Adult Career Counseling Model

A. Review of the philosophical and professional foundations for effective adult career counseling
. . . or what you need to consider before you start

B. The model

A. Review

A career development program for adults that includes the adult group career counseling model must recognize the importance of career choice in an individual's total development. It must acknowledge that vocational choice reflects one's self-concept, and that human beings proceed through life in constant interaction with their sociological, psychological and physical environment. One must be committed to the belief that human beings are open systems and that adults have the ability to grow, develop, question, and make choices.

The role of career counselors of adults is to help people break away from their own rigid standards and outdated self-concpets, and to recognize their ability to make new autonomous choices at any time. Integral to this approach is the idea that one never arrives, but is always on the way. Career counselors must see careers for adults as reflections of development phases in the life span.

Chronological age should be disregarded as a criterion for choosing a career. One can choose to be perpetually in the prime of life or one can choose to die psychologically at any age.

Sartre[1] emphasizes conscious choice as the sum of our previous choices. He holds that you cannot escape making choices, since not choosing is in fact making a choice.

Jack Mezirow[2] has developed a theory of "Perspective Transformation" which explains the need for the maturation process in adults to be "transformative." According to his theory, adults in transition need to be alienated from previously held roles in order to frame new perspectives and live with a greater degree of self-determinaton.

Roger L. Gould,[3] in what he refers to as an "adult Dr. Spock book," warns that adulthood is not a plateau. It is a dynamic and changing time for all. Adults who come for counseling or further education are considering what life has been and what if could be. Forced to see the need to create one's own life rather than just live out desiny, adults become progressively freer to determine their own lives. The commitment to nurture self-growth demands an ever-increasing match of talent to career, while balancing the needs for security and freedom.

Career counselors can no longer limit their goals to helping people make new career and educational decisions. They must recognize that adults in career transition need a new dynamic self-view resulting from their transformation. There is no turning back once the transformation occurs.

The adult group counseling model described in this manual is based on these views. These concepts underlie all the activities, exercises and materials used in the seminar. Counselors should always keep them in mind.

A Definition for Counseling Adults in Career Transitions

Counseling should stimulate people to think and feel in ways that lead to new self-concepts and behaviors. Career counseling for adults in transition helps them assess their previous behavior and self-concepts and take charge of the changes they need to make to fulfill their human potential in the world of work. It helps adults recognize culturally induced dependency roles and relationships and act to overcome them. It empowers

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1 Paul Sartre, Existentialism (New York: Philosophical Library, 1947).

2 Mezirow, Education for Perspective Transformation (New York: Center of Adult Education, Teachers College, Columbia University, 1978).

3 Roger L. Gould, M.D., Transformations: Growth and Change in Adult Life. (New York: A Touchstone Book, Simon & Schuster, 1979).

individuals to re-examine their career choices at any point in their lives, and through better understanding of themselves and of the world of work, to realistically choose, change or adjust career goals. As adults gain self-understanding, they will be liberated from the ingrained views that have kept them locked into jobs.

A distinction must be made between "jobs" and "careers." A job is an expedient way to earn a living; a career is based on a choice for self-fulfillment in the world of work. One can draw on Abraham Maslow's "Hierarchy of Needs" to understand the development of a "career" goal. Once we accept the human need for self-actualization, the distinction between "job" and 'career" becomes clear.

Career counseling is distinct from therapeutic counseling. Therapy or personal counseling is suitable for individuals who have deep-seated problems related to a wide range of life situation. Therapeutic counseling requires special skill and training. Most career counselors have not had the benefit of such training and should restrict their counseling to their own area of expertise and make appropriate referrals for clients who need therapy.

To counsel adults in career and educational transition, one must have a genuine interest in people. One must also be convinced that each individual is important and unique, and that each individual is able to change, to choose, and to assume responsibility for his or her choices.

Characteristics of Adults in Career Transition

There are many factors that distinguish adults from young people in career development. Among the most apparent are the following:

— Most adults tend to feel the pressure of time.
— Many adults believe that one's ability to learn diminishes with age.
— Adults often feel stuck in a job they did not plan to take.
— Changing careers is a risk for most adults. Adults sometimes have a sense of "last chance."
— Many adults seek a career change because of a life crisis.
— Some adults want greater financial rewards. Adults often need financial aid for further education.
— Adult usually have diverse and extensive life experience.
— Adults have less time flexibility and less geographic mobility than young people.
— Adults are often haunted by past academic or work failures and use them as obstacles to career change or further education.
— Adults usually have family responsibilities.
— Adults are usually volunteer students.
— Most adults expect to take some responsibility for their work.
— Adults often underestimate their own abilities.
— Adults usually can manage only part-time study.
— Adults may require new careers because their jobs have become obsolete through technological change.

Triggered by diverse motivation such as technological job obsolescence, plant closings, divorce or widowhood, or the empty-nest syndrome, adults have amazingly similar needs in their search for career changes. This group model is designed to help lessen their anxiety and give focus to their process of change.

Review of Counseling Techniques

Basic Assumptions

Each person is unique and lives in his or her own time, place, body, mind and social situations; everyone's data are special and significant.

The effective climate is one of suspended judgment.

It is important to be both objective and empathetic.

Successful counseling is measured by changes for the better, but often this is not visible until much later.

The important person in the counseling process is the individual seeking change.

Counseling is not just talk, it is planned, hard work. Good intentions are not enough.

The counselor is responsible for providing a group atmosphere that permits growth.

Change in the individual is not a miracle or mystery, though often it seems so. It is the result of growth as a product of good counseling.

Career counseling should help adults experience a perspective transformation -- to understand and overcome cultural stereotypes and dependency roles.

The counselor's role is to help the adult make independent, informed decisions, not to dictate changes.

Awareness of risks in career change is basic to setting realistic goals.

Definitions of Terms

Exploring: Drawing out and making clear problems and anxieties in the client's life.

Informing: Offering, at the right moment, useful information about counseling, referral, testing, educational programs, the world of work, etc. This should include determining whether the individual has fully understood the information.

Attending to Nonverbal Behavior: Noting the person's gestures, postures, facial expression and the like, and commenting on them in a way that connects them usefully with the counseling process.

Helping with Goal Setting: Assisting the client in setting goals that are specific, relevant and attainable, and whose attainments can be verified. The individual's commitment to these goals must be clear and explicit.

Emphasizing: Underscoring one's own comment or a statement from the person by repetition or by changing one's tone.

Reassuring: Offering support and encouragement when the person's anxieties threaten to block the counseling process.

Making Connections: Helping the individual to see patterns, recurring themes, and logical connections in apparently unrelated data.

Hypothesis Testing: Coming up with hypotheses about the person's behavior and testing them out with the client.

Restating: Putting the person's statements into different words so as to clarify their implicit meanings.

Clarifying Feelings: Helping the individual to understand his or her own feelings during the interview and at other times, and to see how they are helpful or hurtful.

Confronting: Making the individual face crucial realities that he or she would rather ignore.

Interpreting: Helping the person to see the deeper meanings and larger implications of his or her words and experiences.

Summarizing: Briefly reviewing what has been said during an interview, or during any part of one, and drawing attention to the essential points. The practical importance of these points should be brought out, as should the person's reactions to them.

Providing Closure: Concluding an interview segment, whole interview, or the entire counseling process in such a way as to make the individual feel that a given problem has been resolved or at least that it has been defined; and that all loose ends have been tied up, or accounted for.

Counseling Components

Initial Session or Stage

The first session or initial stage of any session is crucial in the counseling process. Each person should feel included in the group.

The person should leave the first session or initial stage of any session confident that it will be possible to resolve problems and move toward self-fulfillment.

If you get right down to business, it is likely that the client will, too.

You can say:

"So, what brings you here?"

"I understand you're looking for help in deciding about what kind of work you'll be doing in the future."

Be direct, confident, knowledgeable and non-judgmental, not nervous or bumblingly solicitous.

Your job is to help individuals help themselves. Clients should be encouraged to take charge of career decisions and move toward self-realization in the world of work.

Determining Why the Individual Seeks Counseling

"Presenting problem" is a bad phrase. People do not have clearly defined "problems" as in math text books. People have concerns, worries, difficulties and situations with which they are trying to cope. Counseling can help people focus on these issues.

Determining the Client's Expectations

If the client's expectations of the counseling differ from yours, you have misrepesented your role. This sort of misrepresentation can hamper the counseling process. You can be understanding, knowledgeable, and good at getting the person to talk, and still totally fail if you do not know what the person is really seeking. Give a clear sense of what counseling is.

Be frank and straightforward.
Don't make any promises you cannot keep.
Describe the sort of counseling you actually do, not the kind you've read about.
Explain your role in the process.
Explain the client's role--above all, that it is work.

If you have done this correctly, you should be able to ask at any given point:

"What has this got to do with what we set out to achieve?"

Explaining Confidentiality

Make absolutely clear who will have access to the individual's data, who will use it and how. Do not "protest too much" about the sanctity of confidentiality. Excessive rhetoric will create more suspicion than it allays.

Determining the Structure for Counseling

Explain that the counseling process is not haphazard, but planned. The individual should play a part in the structuring of counseling time, at least to the extent of setting priorities. You can always step in if the person goes off on an unhelpful tangent.

Setting Goals

A good counselor always thinks in terms of goals. When setting goals for counseling,

Define present behavior.
Discuss new behaviors that will replace it.
Choose goals that mean something to the client.
Choose goals that can be attained or partially reached.

Ask yourself:

Will the goals the person is setting allow for some early, specific successes?
How can I help the individual set his or her goals without giving the impression that I am setting them?
You should help the individual distinguish between short-term and long-term goals.

Summarizing and Evaluating

In reviewing a session, you should refer to the person's expectations, explain the importance of various discussions, interpret the person's behavior during the session, recapitulate the goals he or she has set, and give a process analysis of the session. An individual should leave each session with a clear sense of what he or she is going to accomplish before the next session. This builds a firm connection between the counseling process and the rest of the person's daily life. Assign specific tasks as "homework", such as, researching certain organizations at a career and educational resource center or meeting with career contacts.

Providing Closure

Closing remarks that are merely polite ("I certainly enjoyed talking with you.") are less effective than those which reinforce a sense of purpose ("We'll talk again next week at eight. I hope you'll have done some work on the matters we discussed so that we will have some concrete information to work with.").

Be careful not to develop attitudes and behavior that sustain the dependency of people in career transition. Always work to empower individuals to be responsible for themselves, their choices and their actions.

Group Counseling Techniques

Characteristics

The counselor is the group facilitator.

The group process facilitates the growth of individual goals.

Group interaction is a potent means, not an end.

Natural group pressures should not be reinforced by the counselor and care should be taken to avoid emotional excesses. No tears!

The rule of confidentiality is essential to everyone's comfort.

Avoid gossip.

Each member of the group should speak for himself or herself.

Each session builds on the previous interchanges and consistent attendance by all members is important.

In group counseling a number of people compete for attention as well as cooperate in helping one another.

In some respects the resources of a counseling group increase with its size up to a point. This varies with individual counselors.

The group is not a mystical entity. It provides individuals with the chance to develop strengths that could not be achieved without the group process.

Group counseling should be supplemented by individual counseling of the members.

Group Counselirg Leadership Skills

Clarifying feelings

When appropriate, you need to identify, clarify, and draw attention to the person's feelings.

Effective counseling:

> "Were you aware that you had difficulty talking about changing jobs?"
> "Perhaps you could tell us in more detail what feelings you have when you think about that."

Interpreting behavior

Your alertness as the counselor is needed to notice significant behavior of a group member, whether active or reactive. At times, drawing the group's attention to such behavior and its meaning will advance the counseling process.

Effective Counseling:

> "I notice that Mary is smiling. Does that mean, Mary, that you are in general agreement with what Bob is saying?"

Clarifying ways of thinking

The main goal of counseling is to help people change their way of thinking. Clearer, more rational thinking will result in more productive emotion and more responsible useful behavior.

Effective Counseling:

> "We seem to be explaining things for each other rather than helping each person to explain himself or herself more effectively."

Questioning

You should evoke only material that is appropriate for the group to focus on. Merely being "provocative" in a haphazard way, without offering encouragement of interpretation, is more threatening than helpful.

The group will move along more effectively if a question is addressed to an individual rather than the whole group.

Effective counseling:

> "What did you get out of being upset that you didn't finish college?"
> "Give us an example of what you mean, Alice, when you say that no one understands you?"
> "What exactly do you mean when you say you don't have time to look for a new job?"
> "Jane, did you notice that Robert and Larry expressed concerns very similar to yours?"

You must always be accepting, supportive, and non-judgmental, but must also, at times, confront the client with inconsistencies in his or her thinking, emotions and behavior. The object is to point out such inconsistencies, evasions, and self-defeating behavior in a way that shows concern for the client's growth--not annoyance with the client, or pride in your own cleverness.

In conveying acceptance of the client while confronting him or her, the counselor's tone of voice, body language, and facial expression are as important as the words used.

Information Giving

Hard information is important in career counseling; it can be provided by you or by any member of the group. When questions about schools or businesses, referrals, scheduling, or counseling procedures come up in the group, you should decide whether it will be most useful to answer immediately (in full or in part) or after the session, to refer the questioner to another information source, or to turn the question over to a member of the group who has some knowledge in the matter. However, be sure that it is dealt with to the person's satisfaction at that session. You may not have another chance.

Initiating

Have a plan of action for each session. Do not rely on inspiration or chance or the ability of the group members to make the best use of counseling time. Keep in mind that the mood should encourage an in-group process, not a wrapped up package.

Being Supportive

Through words, inflection, gesture, posture, and facial expression, you can be effective, reassuring and encouraging to the client who must deal with painful issues. Though ultimately the client grapples with such issues alone, your sympathy and understanding can make the job bearable.

Effective counseling:

"Marge, it's terribly difficult for you to talk about your past failure in school, isn't it? You have kept all your deep feelings to yourself for a long time, and examining them here in the group is tougher than you thought it would be.

But you've made a brave beginning. You've shown how strong you are in many ways, and you can use this strength to deal with your past failures and prepare yourself for future successes. I recognize the pain this is causing you, and I respect your strength in grappling with it."

Intervening

You should intervene when:

A group member presumes to speak for the whole group.
One member presumes to speak for another.
A member dwells on persons, events, or situations outside the group.
A member rambles on and bores the group.
A member of the group is being too emotional.

At such times, your authority may be necessary to help members keep group time from being wasted.

Dealing with Silence

Even if some members of the group are unnerved by silence, you should never talk for the sake of talking. Silence is often productive.

Goal Setting

Help individuals set goals that are:

Discussed
Specific
Relevant
Achievable
Such that clients know exactly what to do, and when and where to do it.
Sometimes open-ended

Providing Closure

When further attention to an individual or to a specific issue is unlikely to be helpful, or when a discussion has become repetitive or irrelevant, help the group to move on. First, however, a summary and sense of closure should be given to the person who has the group's attention.

Effective counseling:

"Joe you have a firm understanding of what you've been doing that you'd like to change, and you have specific goals to work on between now and next week."

A counseling session should not end like a football game, with time simply running out. The counselor should anticipate the end of the session and provide closure by summarizing, reminding members of the homework that has been agreed upon, and creating a sense of continuity and expectation for the next session.

Effective counseling:

> "Max, you know what it is you're going to do now. Next week we will begin with _____. If anyone wants to see me or call me I can be reached at _____. See you next week."

Closures for the entire seminar are provided at the final session in which loose ends are tied up, the achievements of the counseling are appraised, and members decide what developmental plans they will follow hereafter. Remember that there is no FINAL ANSWER to career development.

B. THE MODEL

THE CAREER DEVELOPMENT WORKSHOP

WORKSHOP OVERVIEW

The Career Development Workshop described in this manual is to be conducted in a group counseling format. Group counseling is a most effective model for helping individuals learn about themselves, clarify values, examine options, establish short and long range goals and make decisions.

Career counseling focuses on four major areas: self-assessment, career exploration, decision making and taking action. The Career Development Workshop encompasses these areas. It consists of 7 two-hour sessions and a one-hour individual counseling session. A workshop with 12 participants is ideal. Workshops conducted with 7 to 20 people also can be successful.

Workshop participants are taken through the following processes:

Self-Awareness: Participants are encouraged to examine how they feel about their lives and their work/life accomplishments. Participants ask themselves specific questions to stimulate new ideas for realizing their career potential.

Self-Assessment: The Strong-Campbell Vocational Interest and the Omnibus Personality Inventories or comparable tests are used to help participants develop a sense of identity and define their career interests, work values and personality preferences.

Skills Assessment: Exercises developed expressly for the target population, (i.e., adults in Adult Basic Education programs, ESL students and adults in career transition) help adults learn how to identify the skills they possess, transfer their skills to other occupations and identify new skills they need to enter or change careers.

Strength Bombardment: Specially prepared checklists, self-appraisal forms and feedback in the group setting, help participants become aware of and gain confidence in their abilities and strengths. These exercises help adults realize that they can bring their skills to many jobs. Participants also learn how to describe their positive attributes to potential employers.

Career Exploration: Career and educational resource materials help participants gain a better knowledge of the world of work and the variety of options available to them. Participants gather information about work settings, education and experience requirements, the nature of the work, job opportunities and earning potential in several career fields of interest.

Decision Making: As participants begin to focus on a career field or a particular type of job to pursue, they are shown how to consider and weigh their interests, work values, skills, and preferences. Decision-making strategies and risk-taking behaviors are examined.

Goal Setting: Participants are encouraged to establish tentative career and/or educational goals. They learn to establish short and long range goals.

Exploration of Educational Options: Information about traditional and non-traditional learning programs is presented. Participants learn how to assess educational programs and to evaluate training options.

Job Hunting: Participants learn how to conduct a successful job hunt. Networking and job search methods are covered. Participants complete sample job applications, resumes and sample cover letters. They also learn how to obtain, prepare for and participate in employment interviews. Role playing focuses on effective communication and presentation.

Taking Action: The workshop concludes by reinforcing the ability of participants to carry out the educational/career action plans they have made in the workshop.

Participants leave the workshop with the knowledge that they can be in control of their lives. They will have learned a logical step-by-step process which they can use on their own as they confront future career choices.

1. *Physical Arrangements*

The workshop should be conducted in a room that is private and large enough to accommodate 12 - 20 seats arranged in a circle. The chairs should have writing arms, since participants will need to write during the sessions. The individual counseling session should be conducted in a space that allows for privacy.

Participants' files should be stored so that confidentiality is maintained. A system for storing the workshop materials must be provided. A photocopy machine is helpful, so that counselors can duplicate individuals' finished resumes, which should be filed in each participant's file.

2. *Assessment Instruments*

Standardized interest and personality inventories are used in the workshop. The use of these inventories greatly enhances the career counseling process. There are general principles that accompany the use of assessment instruments, that need to be followed. Standardized assessment should be administered and interpreted within a counseling context with sufficient time allotted so that the results can be integrated into the counseling experience. Results should be interpreted within the context of adult learning theory and with an understanding of the life experiences of adults in the group. A goal of the process should be to assist adults in assuming responsibility for their own decision making.

The benefits of standardized assessment are many and varied:

- to provide concrete information to clients;
- to enable clients to understand self in a measured and normative way;
- to allow clients to compare self to larger groups of people;
- to organize data which will complement other self-assessment exercises in the model;
- to provide a model to which participants can respond;
- to validate participants' feelings and experiences;
- to help counselors to help participants reveal more of themselves and achieve a deeper understanding of self;
- to give counselors and participants concrete possibilities and alternatives;
- to help identify participants with anxiety and stress;
- to provide clues for those who need additional counseling help.

There are a range of tests available, therefore, the choice should be appropriate to the particular population. Literacy students can benefit from assessment instrument. However, counselors need to take special

care in the selection, administration and interpretation of standardized inventories when working with literacy students. Counselors should know the reading level of the instruments and might need to use special techniques when administering and interpreting these instruments. (See Section III.)

There are many good instruments on the market, two have been recommended in this workshop manual. Counselors should try a recommended instrument before discarding it. After using it, then a judgement can be made. Use of different instruments should be made for a reason or reasons after checking with a counselor experienced in the career counseling model. New counselors should discuss options with an experienced counselor prior to choosing any instrument. Substituting comparable inventories is an acceptable modification to the model. Other instruments that have been used are: Career Assessment Inventory, Self-Directed Search, 16 PF, Myers-Briggs Type Indicator, Temperment and Values Inentory and the Hogan Personality Inventory. Omitting interest or personality testing is not recommended

3. *Materials*

Specific materials and tests are recommended in this section for inclusion in the Career Counseling Workshop. This is done so as to provide the counselor with a complete model. However, comparable materials may be substituted and should be periodically updated to reflect current trends and local needs.

Care should be taken to review materials and replace or add new pieces as they become available. It is very discouraging for adults to have to use obsolete materials.

4. *Clerical Support Staff*

An office worker is needed to provide clerical support for the Career Workshop.
Office worker responsibilities include:

a) Processing all registrations.
b) Maintaining a master card file of all participants.
c) Keeping a participant file for each individual.
d) Mailing people notices of workshop dates.
e) Scoring the Omnibus Personality and the Strong-Campbell Vocational Interest Inventories.
f) Mailing all correspondence for the workshops and the program.
g) Keeping accounts of all expenditures.
h) Paying all the bills.
i) Ordering supplies.
j] Maintaining workshop materials files.
k) Duplicating materials as needed.

5. *Participant Files*

A file should be kept for each participant. Its purpose is to keep all the participants' records in one place for counselor use and for additional counseling after conclusion of the workshop. It is of critical importance that participant files be kept with care and in the strictest confidence. The office staff and anyone else who is entitled to see the files must be committed to this policy. They should be instructed not to discuss participants with others. If any individual is known to them socially, they should be cautioned not to reveal that they know the person has sought career counseling.

Storage space must be provided in the central office where all closed files can be kept in complete confidence. The integrity of the program can be maintained only if participants feel free to discuss their problems, assured that they are dealing with professionals.

Each participant file should contain the following:

a) Registration

Design an intake form which meets your needs. Be sure to think about how you wish to use the information collected. In general, the purpose is to provide the program with demographic statistics and the counselor with basic facts about each client.

b) Contact Sheet

A contact sheet should be placed in each person's folder. Every time a counselor, office worker or administrator of the program deals with a participant, it should be noted on the contact sheet. This provides a running account of the participant's activity and serves as a way for all the staff to communicate with each other about the individual.

Every individual counseling session held, including the one offered as part of the Career Workshop, must be noted on this form. It can also be used when individual counseling is provided to people who do not attend the seminar.

c) Confidential Report on Workshop Participants

This form is provided for counselors to report on each participant's progress.

6. *Seminar Composition*

Unless the Career Workshop is being offered to a special group, it should include members from a wide range of socio-economic backgrounds, ages, and educations. The greater the mix, the more exposure each individual will have to a variety of life styles, viewpoints and occupations. For the most part, people who seek career counseling have limited experience and knowledge of the world of work and of how others live. Contact with people who live differently gives them a broader base from which to make their own career decisions.

A workshop of 12 participants is ideal. But workshops with 6 to 20 clients have also been successful.

Once a workshop group is established, the participant files for the workshop should be grouped together. A career workshop attendance sheet should accompany them when they are assigned to the counselor who will conduct the seminar. Attendance records for each session must be kept by the counselor and returned with the client's files at the conclusion of the workshop. This helps the administrator gauge the success of the workshop.

7. *Guidelines for Conducting Seminar Sessions*

a) Begin each session on time.

b) Use name cards preprinted with first and last name in large letters for all sessions. Use first names for everyone, including yourself.

c) Always arrange seats in a circle, or around a table, and include yourself.

d) After the first session, begin each session with group counseling by reviewing participants' feelings and thoughts since the last session.

e) Keep short notes of what occurred during sessions. Use these as reminders at future sessions about individuals.

f) After each session briefly note significant client informaton on Confidential Report Sheet.

g) After each session, contact those who did not attend, either by phone or with a personal note.

h) In routine form, record what was covered, what material was distributed, and what plans you have made for the next session. (A substitute can then follow through if you are absent.)

i) Try not to use workshop time for doing written exercises, other than those required. Written exercises can be completed at home.

j) Do not substitute or introduce new materials or exercises without permission from the administrator of the program.

8. *Follow-Up Procedures*

After the first session, it is important to send a follow-up letter to those who registered but did not attend. If they do not attend the second session either, a telephone call may be necessary. People in career transition are often uncomfortable and need some encouragement to attend a program that may be threatening to them.

You should also call those who, after attending for a while, miss two sessions, to find out the reason and to encourage them to continue. At the conclusion of the workshop, many people will have made plans to seek further education or look for a new job. Others will still be in the decision-making stage, while some may still be unable to take any concrete steps toward new career goals.

Everyone, however, will need a certain amount of time to react to the workshop experience. It is important that clients have some time to follow through on the plans made, obtain the additional information they need to proceed, or experience being in school again.

By inviting them to contact you or the counseling service for additional assistance, you can give them the sense of security they require. You may want to identify those whom you believe will need additional support and try to contact them a few weeks after the workshop concludes for a short telephone conversation about their progress.

We must also recognize that a certain "halo" effect occurs when the workshop ends. The workshop is designed to provide group members with support, encouragement and strength bombardment. The summation questions they complete at the last session will reflect this. In order for you and the counseling service to find out how the program is working, a follow-up evaluation form whould be sent about six months later to everyone who completed the workshop.

9. *Seminar Closing*

At the conclusion of the workshop, the counselor must close each participant's file, and the workshop as a whole.

a) All write-ups must be completed.

b) The attendance sheet must be completed.

PRELIMINARY INFORMATION / ORIENTATION SESSION
(2 hours)

A group orientation session should be provided for those interested in joining the Career Workshop to learn about its purpose and scope, and to complete the registration intake form, the Strong Campbell Interest Inventory and the Omnibus Personality Inventory. It is more effective to provide these sessions than to offer individual time to each prospective participant. By using a group session for the testing, shy individuals are eased into group participation which they might otherwise fear.

In many centers orientation session are called "Open House" activities. They are scheduled regularly and serve the added purpose of recruitment. In addition, they serve a logistical purpose in completing assessment instruments, completing registration forms, scheduling of participants, and collecting fees, if any.

Materials Used

a) Registration Intake Form.
b) Interest Inventory question booklets.
c) Interest Inventory answer sheets.
d) Personality Inventory question booklet.
e) Personality Inventory answer sheets.
f) No. 2 pencils with erasers.
g) 8" by 11-1/2" envelopes.
h) "Administering the OPI and Strong Inventories".
i) Scheduling forms.

Guidelines for Conducting Information Sessions

a) Establish an open and accepting climate.
b) Arrange for everyone to sit around a table or in a circle.
c) Request each participant to complete the registration or intake form on arrival.
d) Distribute program brochure and/or other relevant materials.
e) Conduct group counseling intake session.
   1. Introductions, including counselor's.
   2. Brief description of backgrounds and why they came. Counselor can begin to locate common concerns and foster group interaction.
   3. Explain the Career Development process.
   4. Session closure attending to specific needs of individuals.
f) Request that those who wish to join a group or participate in an individual counseling session complete the Strong-Campbell Interest Inventory and the Omnibus Personality Inventory or comparable instruments. Make clear that everyone who wishes to attend the Career Workshop must complete both inventories. Administer the OPI and SCII. Point out that envelopes are available for those who do not have time to complete both inventories right away. Suggest that the SCII be completed first so that it can be sent to the computer for scoring.
g) Allow time to see individuals who need further assistance.
h) Complete scheduling forms.
i) Collect fees, if appropriate.
j) Record referral agency, or source.

After the Orientation

a) The counselor or administration should schedule registrants to table groups.
b) Counselor is assigned to lead group.
c) Assessment instruments are scored.
d) Secretary or counselor informs group members of where and when group counseling will begin.

REGISTRATION / INTAKE FORM

CONFIDENTIAL

Intake Location _____

YOUR NAME _____ DATE _____

YOUR ADDRESS _____

CITY _____ STATE _____

TELEPHONE NO. ( ) DAY _____ EVENING _____

1. How did you first learn of the Career Counseling Service? (Check appropriate way below.)

(a) Staff member _____
(b) Brochure _____
(c) Employer _____
(d) Agency (Name) _____
(e) Labor Union _____
(f) Newspaper _____
(g) Friend (relative) _____
(h) Other (Specify) _____

2. Which of the following reasons best describes why you contacted us? (Check appropriate reasons below.)

(a) I'm between jobs _____
(b) I'm looking for my first job _____
(c) I'm planning to return to work after several years _____
(d) I'm hoping to get a better job than the one I now have (advancement) _____
(e) I'm considering changing careers _____
(f) I'm planning to return to school _____
(g) I'm unsure but thinking about returning to school _____
(h) I'm in school and need career planning _____
(i) Other reasons? _____

3a. Are you presently: (Check appropriate response below.)

(a) Employed _____
(b) Unemployed _____
(c) Retired _____
(d) Homemaker _____
(e) Full Time Student/Part Time Student _____

3b. If employed, do you work (Circle appropriate response below.)

(a) Full Time (over 30 hours) _____ (b) Part time (under 30 hours) _____

4a. If *employed*, what is your present occupation?

_____

4b. If *unemployed*, what is your former occupation?

_____

5. If employed, how satisfied are you with your present job? (Circle the numbers below that come closest to your feelings about your job.)

	Very Satisfied	Fairly Dissatisfied	Fairly Satisfied	Very Dissatisfied
(a) Nature of work	4	3	2	1
(b) Pay	4	3	2	1
(c) Promotinal opportunities	4	3	2	1
(d) Co-workers	4	3	2	1
(e) Physical surroundings	4	3	2	1

6. If you were free to pursue any occupation or career you wanted, what would you most like to do?

_____

7. If you had volunteer experience, what type of experience have you had?

_____

8. What are your hobbies?

_____

9. Please check *all* times when you are available for assistance.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	_____	_____	_____	_____	_____	_____
Afternoon	_____	_____	_____	_____	_____	_____
Evening	_____	_____	_____	_____	_____	_____

10. If you checked any evening, what times are you available? (Circle all possible.)

5:30 to 7:30 _____
6:30 to 8:30 _____
7:00 to 9:00 _____

11. Are you:

(a) Married _____
(b) Single _____
(c) Widowed _____
(d) Separated/ Divorced _____
(e) Other _____

12. Number and Ages of Children:

_____

13. Into which of the following age categories do you fall? (Circle appropriate age category below.)

(a) Under 18 _____
(b) 18 - 24 _____
(c) 25 - 34 _____
(d) 35 - 44 _____
(e) 45 - 54 _____
(f) 55 - 64 _____
(g) 65 or over _____

14. What was the last grade of school you attended? (Circle appropriate numbers below.)

					Graduated	
(a) Elementary School	5	6	7	8	Yes _____	No _____
(b) High School	1	2	3	4	Yes _____	No _____
(c) College	1	2	3	4	Yes _____	No _____

College Major: _____

(d) Graduate Degree:

Masters _____ Doctorate _____

Graduate Field _____

What other education have you received?

_____

ADMINISTERING THE OPI & STRONG INVENTORIES

MATERIALS:

1 Strong Campbell Interest Inventory *question booklet*
1 Omnibus Personality Inventory *question booklet*
1 Strong Campbell Interest Inventory *answer sheet*
2 pencil with eraser

Begin by telling the individual that these are not "tests", but rather "inventories", so there are *no right or wrong answers* -- only what is right for the individual answering.

Mention that people should *not spend too much time* on each question: answers should be spontaneous rather than carefullythought out.

Tell people that they should answer for themselves, not what a relative or friend would expect them to answer. The only answer that is "right" is the one that is *right for them.*

Whether people complete the inventories at the center or at home, they should reserve a block of time for the OPI to make sure that their train of thought is not broken while doing the inventory. They can complete the Strong in segments, if necessary.

Tell everyone not to make any stray marks on the inventory booklets as they will be redistributed to others.

Tell them to make each answer dark and distinct, and when erasing, to erase thoroughly.

In the section for the person's name on the Strong answer sheet, have them spell out their name and darken the letters of the circle in the box below it.

Make sure the person's name is on each answer sheet.

The question on the Strong answer sheet referring to sex MUST be filled in. The sex of the client determines the scoring of the inventory!

Make sure people understand that there is no time limit!

Answer all questions on the Strong. Some scoring machines will not accept incomplete answer sheets.

Do not make extra marks on the answer sheets.

THE MODEL
Career Development Workshop Sessions

SESSION I

Goals: To introduce the group career counseling model, to understand the career development process, and to begin self-assessment.

Objectives: Workshop participants will:

1. Know the goals and objectives of the group career counseling process and the roles of the counselor and participants.
2. Understand career development.
3. Begin the self-awareness process.

SESSION I OUTLINE

Activities

1. Introduction (20 minutes)
2. Explanation of the scope of the workshop and establishment of guidelines (10 minutes)
3. Discussion of Career Development (20 minutes)
4. "The Shield" exercise (50 minutes)
5. Distribute If You Don't Know Where You Are Going You'll Probably End Up Somewhere Else (10 minutes)

Materials

A. Summary of Career Development Workshop/Workshop Activities Sheet

B. Book List

C. "What Do We Mean By Careers" (handout)

D. "The Shield" exercise

Handouts

For discussion at next session or for clients' information

A. Job Satisfaction and Job Alienation[1]

B. Observations on the Work World[1]

C. The Work World[1]

D. Your Job: The Itch to Switch

E. If You Don't Know Where You Are Going, You'll Probably End Up Somewhere Else

F. Additional handouts relevant to specific client groups or specific individuals. See Section III and Appendix.

[1]Adapted from Bruce Shertzer, Career Planning: Freedom to Choose. Boston: Houghton Mifflin, 1986.

SESSION I ACTIVITIES

Activity 1. Introduction (Time: 20 minutes)

Explanation

Individuals are often apprehensive about being in a group for the first time. This activity is an effective icebreaker. It expands group members' information about others' life styles, work, and educational backgrounds. Most important, introductions should initiate the group process.

Counselor Instructions

1. Begin by introducing yourself.
2. Ask group members to introduce themselves, taking turns around the circle.

Process

1. Counselor Introduction

   You can say:

   "I will introduce myself first, then I will ask each of you to do the same."

   Describe your own background by highlighting your career changes. Refer to your own career development, to your return to school, if there was one, and share your feelings about your career decisions. Discuss how your opinions about careers, work and school have changed.

2. Group Introductions

   Suggest that each introduction need not be as full as yours was. You can say:

   "Let's now go around the circle. Briefly introduce yourself. Tell us a little about yourself and why you joined the workshop."

Create a non-judgmental atmosphere by accepting all information with positive responses and body language. Use reflecting or summarizing statements if appropriate. Establish connections between individuals with similar backgrounds, reasons for joining the seminar or expressed anxieties. Initiate the group process by encouraging group members to react to each other. Briefly summarize recurring themes of the introductions to provide closure.

Activity 2. Explanation of the scope of the workshop and establishment of guidelines. (Time: 10 Minutes)

Counselor Instructions

1. Distribute: Career Workshop Summary, Workshop Activities, and Reading List.
2. Review workshop phases.
3. Discuss each workshop activity.

Process

Explain the workshop phases and point out how the group process will be helpful. Emphasize the workshop's focus on the individual.

You can say:

> "Although we will not discuss private personal issues in depth, you are assured that anything you say during the workshop will remain confidential with the group."

Point out that career couseling is not therapeutic or personal counseling. Make clear that the seminar will deal with career and educational decision-making and that you can give referrals for those who wish personal counseling for more deep-seated personal problems. You can also mention that people who seek career counseling often have considerable anxiety because they are uncomfortable in their present situations and that career counseling can help reduce that anxiety.

Book reviews should probably be included in groups where potential college enrollment by some participants is likely. It also is valuable to emphasize usefulness of research. For groups with varying levels of reading ability or academic orientation, other reading or video/movie reports could be substituted.

Stress the casualness of the book review. Explain that the book review is required to increase clients' information and expose them to new ideas. Announce that at the next session they will be asked to schedule their book reviews for subsequent sessions. The book review schedule is necessary so you can provide enough time for the review at each session, and so several people can discuss the same book at the same time.

At the next session, you will ask each person to sign up for an individual interview. Announce the times and dates so that each person can be prepared to sign up.

Activity 3: Career Development Discussion (Time: 20 minutes)

Explanation

It is important for the participants to understand the career development process in order for them to understand that they are not alone in this journey, nor are they different than others. The purpose of this discussion is to help participants understand that career choice is a life-long process that they are already engaged in their careers and that they can influence the process, if they can understand the various phases to career development.

The handout "What Do We Mean by Career?"[2] must be distributed and the counselor should lead the discussion based on this handout. Emphasize that career development is a process. The process is the combination of understanding self (abilities, interests and values), understanding the characteristics of a variety of careers by investigating careers and the characteristics of career clusters and individual careers, and to to be able to identify and use career and educational information. Other supplementary handouts (see handout distribution list) could also be distributed to add clarity to participant understanding.

Activity 4. "The Shield" Exercise[3] (Time: 50 minutes
10 minutes to complete exercise
40 minutes for discussion)

Materials

"The Shield," pencils or pen.

Explanation

"The Shield" is a required exercise to be completed and processed at the first session of the Career Workshop. Its purpose is to begin the self-awareness process that leads to change. It lets people describe themselves in positive ways. It is the beginning of the strength bombardment process which will continue throughout the workshop.

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[2]Adapted from Bruce Shertzer, Career Planning: Freedom to Choose. Boston: Houghton Mifflin Co., 1986.

[3]Adapted from Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Values Certification. New York: Hart Publishing Company, 1972, pp. 278 - 280.

"The Shield" is a symbolic recognition of how we view ourselves. With greater awareness of how we view ourselves and how we want others to view us, we gain the perspective needed to choose what we wish to change in ourselves and what we wish to reinforce.

Counselor Instructions

1. Distribute exercise.

2. Ask participants to write in their names, to complete the three "I Am Proud . . ." statements and to fill in their own personal Coat of Arms.

You can say:

"This exercise can help you learn more about yourself."
"Take a few minutes to think about the questions."
"There are no right or wrong answers."
"Take your time."
"Draw pictures in the Coat of Arms if you can. Don't worry about your artistic ability. No one will evaluate it. Stick figures will do. I want you to think in broad terms. Drawing will force you to do that. You can label your drawings if you like. You may use words if you find drawing too difficult."
"Try to finish before we begin a discussion about this exercise, but you can always add more later."

3. While the exercise is being completed, refrain from talking with individuals. If asked questions about how to complete the exercise, respond in a supportive way, but place the responsibility for deciding the content of each answer on the individual.

You can say:

"Interpret the questions any way you wish. The choice is yours."

4. After the group discussion, ask the participants to keep the completed "Shields" and file them in their career folders.

Process

Initiate group discussion by asking how the items were completed. Make sure each individual's needs are considered.

You can ask:

"How did you feel about completing this execise?"
"What are some things you said you were proud of?"

Reflect on the difficulties people often have in taking credit for their strengths and successes.

When discussing what people would do with one year left to live, you can ask:

"How do you think traveling will help you escape?"
"What do you think about liking what you are doing now so much that you would want to continue doing it?"

If you find that people have trouble recognizing their "Prouds" or things that they do well or their greatest successes,

You can ask:

"Why are you concerned about giving yourself credit for things you enjoy doing?"

When discussing what people drew to represent their "psychological home" it is important to raise the issue of feeling "psychologically at home" in a variety of settings.

You can say:

> "I imagine many of you did not feel very much at home when you walked in here tonight. I hope you will begin to feel more comfortable in this setting as we continue the workshop."

You can ask:

> "What do you think about feeling at home in a work setting as well as in your bedroom, on the beach or sitting on a rock?"

Continue the group discussion, moving from one question to another without any special order. Help participants discover, clarify and express new self-awareness resulting from the exercise.

Provide closure. Ask participants to keep the completed "Shields".

Activity 5: Distribute handouts

Handout the following for discussion at the next session.

a. Job Satisfaction and Job Alienation
b. Observations on the Work World
c. The Work World
d. Your Job: The Itch to Switch

Explain that at each session handouts will be distributed to be read for the next session. Suggest that all seminar materials be kept in one folder which can be brought to each session, but make sure the importance of attending each session even if the material has not been read in advance.

Distribution and discussion: If You Don't Know Where You Are Going, You'll Probably End Up Somewhere Else (10 minutes)

Distribute copies of the book. Discuss the style of the book as well as the contents. Encourage participants to read the book, which will reinforce the workshop activities and the other reading assignments.

Provide appropriate session closure.

SUMMARY
CAREER DEVELOPMENT WORKSHOP

Seven two-hour group sessions concerned with the following areas:

	Session	
	1	Get acquainted with group; self-awareness "Shield"
WHO ARE YOU?	2	Orientation to learning and education self-assessment; personality inventory results
	3	Vocational interest inventory results; initiate goal-setting
	4	Values-clarification and risk-tasking; visit the Career Information Center; techniques for gathering career information; career and educational research
WHERE ARE GOING?	5	Change strategies and decision-making; initiate resume writing; define goals
	6	First steps toward goals; The Job Hunt; resume development, cover letter, interview techniques; job and school applications
TAKING ACTION	7	Alternate styles of education; financial aid information; summing up "Circle"

Workshop sessions will be modified to attend to the special needs of the participants. Confidentiality will be maintained.

Activities

1. Attend seven two-hour sessions on time. If you can't come, phone the center and leave a message for your counselor.

2. Read the text: If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else by David Campbell.

3. Complete personality inventory (OPI) and vocational interest inventory (Strong Campbell Interest Inventory).*

4. Prepare a brief book report, movie, or television program review, oral or written, on a topic of career interest.

5. Attend individual counseling interview with counselor.

6. Use library to look up career materials in an area of vocational choice.

7. Complete a resume and a cover letter.

8. Write an evaluation of the group experience and how it has changed your outlook or how it might have been more helpful.

---

* - or other standardized inventory

Your book report may be given in class on _____

Your individual counseling appointment is on _____ at _____.

This Career Development Workshop begins on _____ at _____ and will end on _____.

NOTES:

BOOK LIST

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Shirley Chisholm, THE GOOD FIGHT, New York: Bantam, 1973.

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Martha Merrill Doss, ed., THE DIRECTORY OF SPECIAL OPPORTUNITIES FOR WOMEN, Illinois: Garrett Park Press, 1981.

Colette Dowling, CINDERELLA COMPLEX, New York: Simon & Schuster, 1981.

Peter F. Drucker, THE EFFECTIVE EXECUTIVE, New York: Harper & Row, 1967.

Wayne W. Dyer, YOUR ERRONEOUS ZONES, New York: Avon, 1977.

Wayne W. Dyer, PULLING YOUR OWN STRINGS, New York: Thomas Y. Crowell, 1978.

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What do we mean by "Career"?

Did you know that you were already into your career? A career is the sum total of all the work you have done and will do in your lifetime. Any time you have exerted conscious effort to provide goods or services to benefit you or others, you have been engaged in work. Paid or unpaid, volunteer or reluctant, you have already played many work roles: student, homemaker, babysitter, office worker — you name it.

Career development: What is it?

Career development is a lifelong process from preschool years to death. It includes:

- How you view yourself as a worker
- How you view work itself
- Information about you and possible work opportunities
- Choices you make about work
- Ways you act on decisions regarding work

Career development choices aren't all about work. They also include choices about:

- Personal life style (working mother vs. homemaker)
- Personal values (job satisfaction vs. high pay)
- Leisure time preferences (family camper vs. motel stopovers)

In making career-development choices, you will move through several stages:

- Wishful thinking
- Tryout
- Firm decision
- Taking action

In making choices about your life's work you should be considering:

- What you like doing
- What is it possible for you to do, given your interests/competencies and values
- What you decide is most important for you to do

Helpful Definitions

Work - activity that is required and for which payment is made.

Leisure - activity that is not required but is done for enjoyment.
(The ideal situation is one in which we enjoy the work we must do to make a living and get paid for it. This is most likely to happen when we have chosen an occupation that employs our abilities and satisfies our interests.)

Position - a set of tasks performed by a person within a particular organization.

Job - the particular position a person holds or the particular kind of work done for pay in that position.

Vocation - broader in scope than occupation, it conveys a sense of mission or purpose.

Career - the sequence of occupations, jobs and positions held during the course of a person's lifetime.
The National Vocational Guidance Association defines Career: a "time-extended working out of a purposeful life pattern through work undertaken by the individual".

Shield Exercise

"I Am Proud . . ."

Name _____

If you complete the three sentences below, they will help you find out more about your values. Complete each sentence with a true statement about yourself.

I AM PROUD THAT _____

I AM PROUD THAT _____

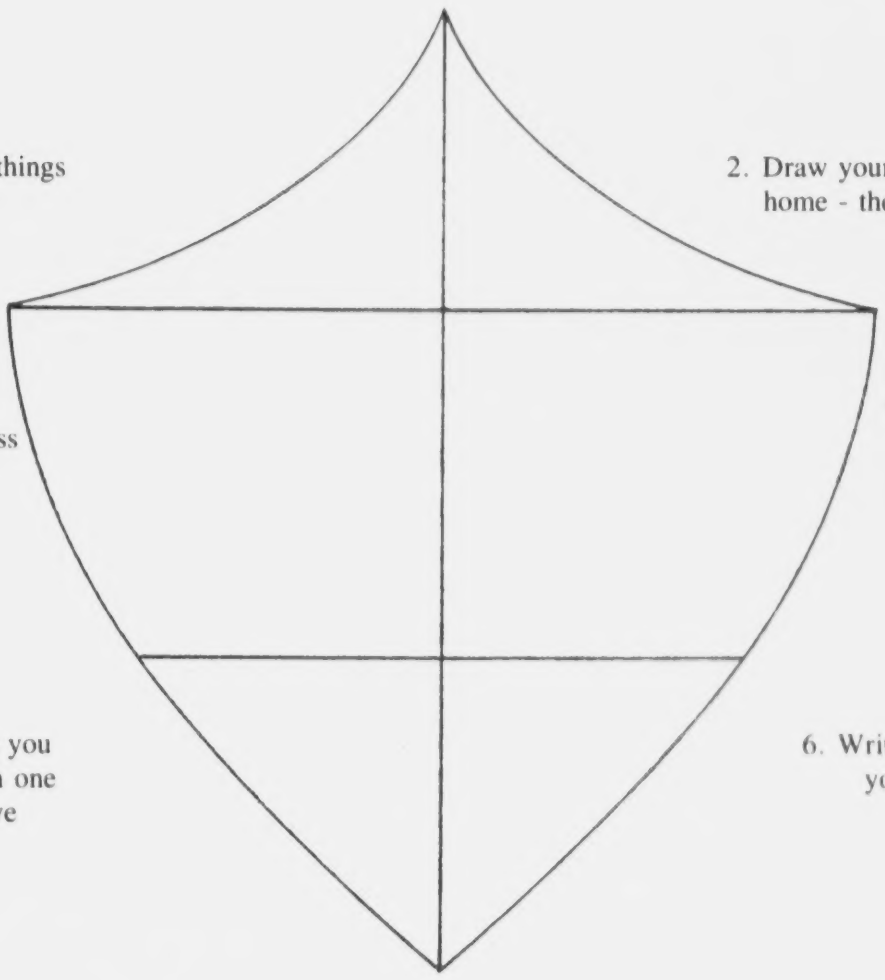
I AM PROUD THAT _____

COAT OF ARMS

Without concern for artistic results fill in the six areas of the drawing below to make your own personal "coat of arms."

1. Draw two things you do well

2. Draw your "psychological" home - the place where you feel at home



3. Draw your greatest success in life

4. Draw the three people most influential in your life

5. Draw what you would do with one year left to live

6. Write the three words you would like said about you

Job Satisfaction and Job Alienation

Job satisfaction means liking the tasks required by a job, the conditions, under which the job is done, and the rewards earned for doing the job. It is the worker's judgment of how well the activities, events, and conditions that make up the job meet his or her needs. The good things about the job must be balanced against the bad things; if the good outweighs the bad, the worker is likely to be satisfied with the job.

People differ greatly in the degree to which their jobs provide satisfaction to them. Many surveys of job satisfaction have been conducted. For example, the Roper Poll in 1947 asked 3,000 American factory workers, "On the whole would you say that your job is really interesting and enjoyable, or would you say that it is all right but not very interesting, or would you say that it is dull and boring?" More than two-thirds answered "interesting," 23 percent answered "all right," and only 7 percent said that their jobs were "dull". The proportion of people who report satisfaction with their jobs depends on who is surveyed what questions are asked, and how and when and where they are asked. Generally, some 12 to 25 percent of people are dissatisfied with their jobs. For example, 68 percent of 23,008 *Psychology Today* readers (51 percent male, 49 percent female) who returned a questionnaire in 1978 reported they were satisfied with their jobs. Six percent were neither satisfied nor dissatisfied and 26 percent were dissatisfied.

Table 6.1 reports job satisfaction ratings from 1962 to 1980 by certain divisions of workers. As can be seen by examining Table 6.1, a few more women than men are dissatisfied with their jobs, and job satisfactions seems to increase with age. More black than white workers are dissatisfied with their jobs. Moreover, with the exception of workers who have only a grade school education, job satisfaction generally improves with increased levels of education.

The principle that underlies surveys of job satisfaction is that the worker is a human being with a great many needs and that many of these needs must be satisfied if he or she is to be happy and productive. However, Frederick Herzberg of the University of Utah says that meeting some types of human needs through one's work simply reduces dissatisfaction; it will not provide satisfaction. He believes that people have two different categories of needs that are mostly independent of each other and affect behavior in different ways.

TABLE 6.1 Satisfied workers as percentage of total workers: 1962 to 1980

[Survey questions asked were variants of "How satisfied are you with your job (or your work)?" Figures for "satisfied" combined responses such as "very satisfied," "somewhat satisfied," and "fairly satisfied"]

Worker characteristic	1962	1972	1975	1978	1980	Worker characteristics	1962	1972	1975	1978	1980
Male	84	86	90	89	85	White	84	87	89	90	84
Female	81	86	87	88	83	Black/Other	76*	78	85	76	81
18-29 years	(NA)	73	83	83	76	Education:					
21-29 years	74	76	82	84	78	Grade School	83	86	87	88	87
30-39 years	82	88	88	88	82	High School	81	86	91	87	81
40-49 years	84	89	92	92	88	Some College	86	83	90	90	82
50-59 years	(NA)	91	92	92	86	College degree	90	85	85	91	88
60 and over	(NA)	95	94	96	90	Graduate work	84	95	87	91	90

NA Not Available

* Black only

Source: Bureau of the Census (1981). *Statistical Abstract of the United States, 1980* (Washington, D.C.: U.S. Department of Commerce), p. 387.

Herzberg suggests that when workers are dissatisfied with their jobs they are responding to lower-order needs such as the physiological, safety, and belonging needs. He calls the goal objects (seniority, salary, hazard-free work situation) associated with meeting these needs *hygienic* or *maintenance* factors. Providing fringe benefits, for example, prevents dissatisfaction and thus is hygienic, but does not ensure job satisfaction. Only *motivator* factors, according to Herzberg, such as recognition, opportunity for advancement, and job autonomy (authority and responsibility to decide) ensure job satisfaction. Some of the factors associated with job satisfaction and dissatisfaction are discussed briefly here.

Pay

Pay enables us to buy material things we want and need in order to live. It might be thought, therefore, that pay would lead the list of things that we consider important in our jobs. But this is not always the case. In studies in which workers are asked to rank pay along with other factors in job satisfaction, some rank it very low, and very few rank it first. However, most studies of job satisfaction have had some flaws. For example, workers are usually interviewed in their job settings and give answers that they think managers want to hear. But usually, when workers go on strike, the first demand is for more pay, regardless of what studies show as being more important to them. If workers are being paid fairly, however, then pay becomes less important as a factor in job satisfaction.

Security

We want to know that we will have steady work and that the work will continue for several years. Respondents to surveys have usually ranked this factor as the most important in job satisfaction. Most of us would prefer a lower salary guaranteed over a long period of time to a higher salary that may not last long. Security also means working on a safe job where work will not be lost because of an accident.

Good Working Conditions

Good working conditions are often listed as important to job satisfaction. We like to work in a clean, neat place. We want our work settings to be pleasant and attractive. White-collar or office workers, such as clerks and secretaries, often earn much less money than they could if they were doing skilled manual labor, yet they do not change their occupational categories. However, the Occupational Safety and Health Act (OSHA) sets high standards for good lighting, clean air, and other safe conditions in all work places.

Opportunity for Advancement

An indication that workers are often more concerned about the future than the present is that they usually give "opportunity for advancement" a high rating among factors important to job satisfaction. For example, a man or woman will sometimes turn down a higher paying job to take one that starts at a lower salary but gives promise of early pomotion. Important in the chance for advancement is the idea of fair play. People do not ask that their promotion be guaranteed, but only that they be given a fair chance at it. Nobody wants to work where the boss's son-in-law gets promoted regardless of his abilities.

Human Relations

Probably more important to job satisfaction than almost anything else, for most of us, are the human relationships in our jobs. We want to work with others whom we like and can get along with. We will work for a good boss and quit when we do not like him or her. When something goes wrong on the job, we want somebody to take our problems to. We want management to help us in our work and to tell us how our work is progressing. We want to be told when we are doing a good job, and we want help when we are doing a poor one.

Meaningful Work

For many workers, especially professionals and craftspersons - though often other workers as well - the most important element in job satisfaction is the nature of the tasks to be accomplished. They are primarily interested in the work itself, and if they can have control over their share of it and see how it contributes to some larger task or to the good of society, they are happy. Anyone from a trash collector to a physician can have this sense of doing meaningful work. Auto mechanics, dentists, and others may be fascinated by the details of the tasks they are performing, while others look to the effect their work has on society. There is an old story about two ditch diggers. When a passerby asked the first one what he was doing, he replied, "I am digging a ditch." The second one said, "I am building a cathedral." It is very much a matter of perspectve.

Some tasks, however, have become so narrow and routine that no one could find either intrinsic interest or social relevance in performing them. Tightening the third bolt on the left side of every widget is hardly interesting or inspiring. Some companies are beginning to restructure such jobs so that each worker has responsibility for a meaningful group of tasks.

Recognition

We want to know that our work and our efforts are appreciated. It is pleasant to hear from the boss, "You're doing a good job, Pat, one of the best workers in the department." It is even more rewarding to be noticed for a specific achievement, such as saving the company $1.2 million by finding a bookkeeping error, or selling more widgets in April than any other salesclerk. Recognition and appoval by fellow workers and by supervisors are basic psychological needs that work can fulfill.

All these factors point up the fact that we work for many things besides money. Our jobs are usually satisfying to us if they provide meaningful work, security, opportunity, pleasant working conditions, recognition, good human relationships, and pay that is fair for what we do. Although one person may consider a job satisfying, another doing the same thing may find it dull and meaningless.

Job Alienation

Investigators of job satisfaction are generally agreed that the lower the job, the less satisfaction found in the work. When asked what they got out of their work, laborers and unskilled workers replied "money". When the focus is on job dissatisfaction, money heads the list of reasons.

Although not enough money may be a leading reason given for job dissatisfaction, many sociologists believe that other factors cause workers to be not just dissatisfied but "alienated" from their work. Alienated workers are those whose work does not fit their self-image. Their feelings about their work are expressed in such remarks as, "What is a person like me doing here?"

Much thinking but little research has gone into discovering the causes of job alienation. Probably the main factors are uninteresting work, unsteady work, no chance for promotion, or a bad boss. For instance, among the top reasons given by young people for quitting their first job is "limited opportunity for promotion." Other causes believed important include:

1. The individual's career has been blocked and is disorderly. The person has not been able to get the job wanted or make the progress desired.

2. The work setting sets rigid controls on what the person can do and gives little room to make decisions or to work independently.

3. The person is caught in the squeeze of a particular life stage. For example, there is a large number of children living at home, little or no savings, and low wages.

For these and other reasons, some people are either dissatisfied with, alienated from, or indifferent to their work. The vast majority of American workers probably do not feel "married" to their jobs, nor do they feel their jobs to be a strong threat to who they are as individuals.

Observations on the Work World

Any person who studies the structure of work in this country is left with many impressions. Here are some typical observations:

1. *Occupations are numerous and varied.* The United States labor market is composed of thousands of occupations offering a broad and varied range of work experiences.

2. *There is minute division of labor in many occupations.* Division of labor is by no means new. Examples have been found in primitive society. Before the industrial revolution, groups of craftsmen divided labor along craft lines. This organization of labor is related to, but different from, the division of labor in modern work. A primary feature of today's work is the minute division of labor. The product, the service, or the process is broken into a great many successive phases or operations. Consequently, some occupations require considerable skill and knowledge whereas others require almost none. Most workers are concerned with only a part of a product, or process, although there is a trend toward again allowing each worker to be responsible for a complete operation.

3. *Labor is specialized.* Specialization is closely linked to division of labor. Division of labor allows the worker to concentrate on developing great skill within a limited area of work. As a result, the labor market is a huge collection of many specialists. A person becomes a specialist today through education, training, and experience. Highly trained specialists in engineering, accounting, law, sales, mechanics, purchasing, finance, management, medicine, construction, and many other fields make up an important sector of the work world.

4. *Depending on others is unavoidable in the work world.* Specialization makes each worker dependent on the work of others for the services, goods, or processes that he or she uses or handles on the job. Few workers in today's labor market can function independently of other people and organization. For example, an author is dependent on a publisher, who is dependent on a printer, who is dependent on producers of machines, ink, and paper. Much of what a worker does interlocks with workers in other enterprises around the world.

5. *Many occupations require the use of technology.* The machine casts its influence into the far corners of the labor market and few occupations are untouched. In many occupations the work involves operating a machine. Technology is powerful because it produces speed, accuracy, and immunity from fatigue; it is always in search of something new and better. Automatic machinery and processes are being increasingly used today and have their own impact on the work world.

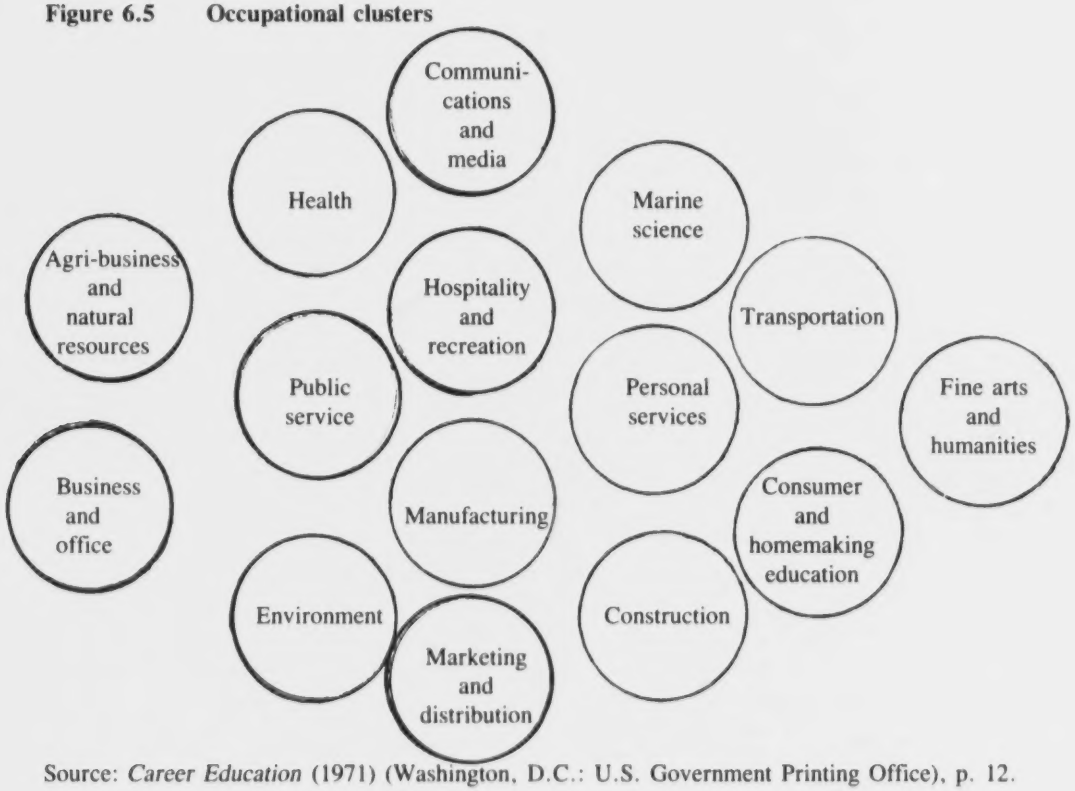
6. *Many workers have jobs in large-scale industries and organizations.* Today's worker is often employed by a large organization. Although big organizations are not a new development in America, perhaps never before has the large enterprise held a position of such dominance as it does today. Many observers have commented on the fact that large-scale organizations cannot give individual workers the personal attention they want. Large organizations often lack human contact with the worker, who thinks of the company's executive officers as remote and mysterious powers, interested only in grinding out maximum profits. The reaction of some workers is indifference to work.

7. *Unions are involved in many occupations.* Many workers are members of local, national, and international labor unions. These industrial and craft unions engage in collective bargaining with employers about the terms and conditions of employment, and they promote legislative action to protect the workers' interest. Craft unions also have much to say about who enters and trains for their craft.

8. *Occupations can be grouped into families or clusters.* Within these families or clusters, one occupation is highly related to other occupations. A good example of this relationship is the health field. The network of health occupations — nurse, technician, physician, pharmacist, dentist, surgeon, educator, to cite but a few — is vast, but all the occupations are related to and depend on each other. Figure 6.5 presents examples of fifteen clusters of occupations.

In the transportation cluster, occupations are related even though they are in such diverse areas as aerospace, pipeline, and road and water transportation. There are hundreds of job categories in each area, all related to one another.

Figure 6.5 Occupational clusters



Source: *Career Education* (1971) (Washington, D.C.: U.S. Government Printing Office), p. 12.

9. *Many occupations can be entered at different points or through various paths.* There is great variety in the skills and knowledge required for entry jobs in many occupations. Education is often the key to entry. Some jobs may be entered with less than a high school diploma; others can be entered on completion of high school. Some are entered after one or two years of college; others require four years or more of college. Figure 6.6 presents various pathways that can be used to build a career.

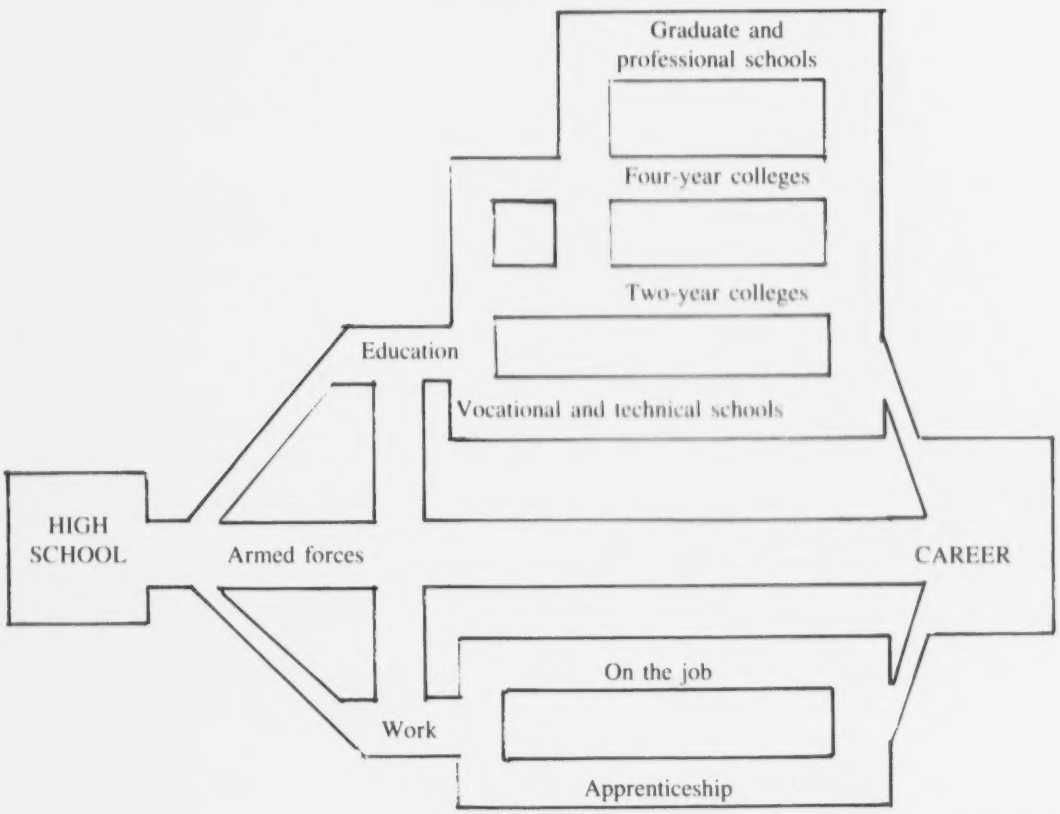
Current shortages of workers in some professional occupations have led to the proposed use of subprofessionals to do many of the routine but essential duties that often occupy large amounts of a professional's time. For example, in the health occupations, paramedics serve in emergency services and in other ways. Such individuals are often called support personnel because their work supports, aids, and extends the work of the professional. Support personnel, after entry, further education, and experience, often can enter the occupation at the professional level.

10. *Most occupations have a vertical as well as a horizontal base.* The horizontal base refers to the range of activities within a given occupation. The vertical base is a hierarchy of ascending positions. Workers who are high in the hierarchy have responsibility for administration, leadership, supervision, education, and consultation. Often their work requires greater skill, knowledge, or assumption of responsibility than that demanded of other workers in the occupation.

11. *Pay depends on many factors, including supply and demand.* Different occupations pay different amounts of money. Pay increases when workers are in short supply, when they specialize, when they supervise others, or when they assume responsibility for a product or a process. The salary received when a person enters a particular occupation may differ substantially from entry-level salary in another occupation. For example, the average starting salary of teachers is below that of accountants. A shortage of electrical engineers drives up the starting salaries for that occupation.

Professional occupations do tend to pay more than non-professional occupations at entry level and throughout a person's career. However, some skilled occupations approximate some professional occupations in earning power. Economists believe that in the future these differences in earnings will disappear. In the distant future, they predict, those occupations that attract the fewest people may receive the most pay.

FIGURE 6.6 Education and training after high school



SOURCE: Bureau of Labor Statistics (1979), *Exploring Careers* (Washington, D.C.: U.S. Department of Labor), p. 25.

THE WORK WORLD

What does work mean for different people?

What psychological needs can work fulfill?

What factors lead to job satisfaction or dissatisfaction?

What is the structure of the work world, and how are occupations classified?

How are occupations related to one another?

What is the best approach to the study of occupations?

THE NATURE AND MEANING OF WORK

The word *work* means drudgery and fatigue for some and joy and pleasure for others. Many of the world's greatest thinkers and poets have written about work. Here are some of their thoughts.

The worker feels himself at home outside his work and feels absent from himself in his work. He feels at home when he is not working, and not at home when he is working. His work is not freely consented to, but is constrained, forced labour. Work is thus not a satisfaction of a need, but only a means to satisfy needs outside work.

Karl Marx

Work is love made visible
And if you cannot work with love but only
with distaste, it is better that you should leave
your work and sit at the gate of the temple and
take aims of those who work with joy.
For if you bake bread with indifference, you
bake a bitter bread that feeds but half man's hunger.

Kahlil Gibran [1]

It is better to wear out than to rust out.

Bishop Richard Cumberland

This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being of a force of Nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.

George Bernard Shaw

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[1] Reprinted from *The Prophet* by Kahlil Gibran with permission of the publisher, Alfred A. Knopf, Inc. Copyright 1923 by Kahlil Gibran; renewal copyright 1951 by Administrators C.T.A. of Kahlil Gibran Estate and Mary G. Gibran.

Work
Thank God for the might of It!
The Glory, the Strength,
The Delight of It!

A Sign in a Sixth Grade Schoolroom[2]

Time is valuable, why waste it working?

Motto in a Business Office[3]

Even this small selection of opinions shows sharp differences. One attitude is that work brings satisfaction and pleasure to the worker: the work itself is rewarding. Another attitude is that work is only a means to an end rather than an end in itself. For example, Paul works at a hamburger stand so that he can earn enough money to buy stereo equipment.

Most of us spend the greater part of our lives working, yet rarely take time to think what our jobs mean to us. Work — the activity by which human beings exercise control over their lives — is a shared experience. For all of us except a few hermits, it is done in common with others. And we do it for others.

Work is the channel through which we act upon and change our environment. We produce ourselves, as we work to produce the society that defines us. At the same time, the society produces our work. That is, it is usually society as a whole that decides what work needs to be done, and why, and what rewards are appropriate for each kind of work. To ask the nature and purpose of work is to ask what purpose society gives to it.

Dictionary definitions of the word *work* indicate that it is physical or mental effort directed toward producing something. *Work* is commonly thought of as economic employment, which a person needs to earn a living. But this is not always what work means. For example, we speak of "housework" or "school work," from which there is no immediate economic gain. The most obvious example of work without pay is that of a housewife who puts in long hours under trying conditions in order to manage a household, yet is not said to work unless she is employed in a job outside the home. Besides, a person may work to produce something only for his or her own satisfaction and enjoyment, without receiving any financial return. Then the activity may be called *play*, even though it involves labor.

Generally, *work* is activity that is required and for which payment is made. Activity that is not required but is done for enjoyment is called *leisure*. The ideal situation is one in which we enjoy the work we must do to make a living and get paid for it. This is most likely to happen when we have chosen an occupation that employs our abilities and satisfies our interest.

Other terms that need definitions, because they are used in this and other chapters, include *position*, *job*, *occupation*, *vocation*, and *career*. First it should be noted that these terms are often used interchangeably. Although sociologists and psychologists have tried to differentiate between and among the terms, they have not been very successful. The difficulty stems from trying to apply the terms to institutions and organizations as well as to individuals. here are the definitions we shall use:

Position. A set of tasks performed by a person within a particular organization.

Job. A group of similar positions in one plant or location. However, *job* is used in this book (as it is generally) to refer to the particular position a person holds or the particular kind of work done for pay in that position.

Occupation. The kind of activity needed to perform work tasks. The tasks involved are similar from situation to situation. For example, the occupation of bricklayer contains essentially the same tasks, no matter whether the bricklayer is working for a construction company or a manufacturing firm.

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2 In Harold Wilkensky, "Varieties of Work Experience," in *Man in a World at Work*, ed. Henry Borow (1964) (Boston: Houghton Mifflin Company), p. 125.

3 Ibid.

Vocation. Like occupation, but broader in scope. It is used to convey a sense of life mission or purpose.

Career. The sequence of occupations, jobs, and positions held during the course of a person's lifetime. However, the National Vocational Guidance Association has pointed out that such a definition conveys no sense of an active person interacting with the environment. Their definition of *career* is a "time-extended working out of a purposeful life pattern through work undertaken by the individual." Such a definition better fits the way *career* is used in this book.

Naturally, the meanings given to work have changed over time and differ from person to person. Our Puritan ancestors saw work as a virtue and idleness as a sin. During America's colonial period people worked to survive in a difficult environment and their labor resulted in a visible product. They took pride in their work, and society honored work directly. People were thought capable of rising to any height if they worked intelligently and hard enough.

Industrialization brought change in the meanings that society gave to work. For one thing, worth and status were no longer based on *whether* a person worked, but rather on the kind of work done. Muscle became less important than brains, as machines reduced the physical activity required and work became more specialized.

Today, meanings associated with work differ widely. Many people view work as spending energy to achieve a personally desired end. For some the personally desired end of work lies in its by-product, money. Their work is drudgery, but the money received from it enables them to do things they enjoy. For others the personally desired end of work lies in a sense of contributing to the world through their work. For them their work itself is an activity that they enjoy and that gives them a sense of satisfaction.

Between these opinions about the meaning of work lie many other viewpoints. Here are some of them:

1. Work is seldom, if ever, only a means by which an individual makes a living. Work has many other functions of equal or greater importance to both society and the individual.

2. Most of us want to make our own living, but we also want to work at something that gives meaning to our lives. We want to get back from our work not only the physical needs of life, but also the sense that we are of worth, that we can be ourselves, that we are alive in a unique way.

3. Most work is never just a set of actions or a process. There is also, whether it is recognized or not, a set of social relationships that is experienced only in what we do in our work. These social relationships are for many of us the primary meaning of our work.

4. Work sometimes means that we have to do what we would never freely choose to do. There are unpleasant jobs to be done — for example, cleaning up a mess—that we would not do if we did not have to. Yet society as a whole wants to have these jobs done.

Our attitudes toward work depend largely on our experiences in growing up and on our training and education. The economist would view work as necessary for economic independence: to raise a family, to have a home, to enjoy life. The religious person would see work as a means of serving others. To the sociologist, work is a way of relating to the family and the community and becoming identified with the group. Finally, the psychologist believes work is a necessary activity if a person is to be mentally healthy.

Few men and women talk about their attitudes toward work. Probably few students in your class really know much about what their fathers or mothers actually do at work. Only rarely do people try to describe the intimate feelings and meanings their work has for them. Generally, these are the psychological needs met by work:

1. *The need for achievement or mastery over situations, people, ideas, machines.*

2. *The need for the approval of others.* An occupation may be rewarding because it provides the acceptance and approval of boss, fellow workers, spouse, and others who are significant to the worker.

3. *The need for personal and social relationships.* At work a person "belongs" to a social unit and feels a part of the group. The opportunity to talk to fellow workers and to be friends with them provides emotional satisfaction, as does a good working relationship with managers or supervisors.

4. *The need for status or prestige.* A person's job, particularly if it is one that required a long period of training, may mark him or her as someone who has accomplished much in this world.

5. *The need to serve others.* A person's job can let him or her give to others and believe that life counts for something.

Although these five psychological needs, and others, may be met by an occupation, it should be clear that not all people find satisfaction of these needs in their work. Satisfaction and dissatisfaction among workers differ a great deal. We shall discuss this issue further in the next section.

YOUR JOB: THE ITCH TO SWITCH

Changing employers is a beg step, yet people do it an average of five or six times in their careers, according to studies cited by the U.S. Employment Service.

Northwestern University's Endicott Report, which surveys plans of major corporations for recruiting new college graduates, says 26% of these recruits move on within three years. But the urge can come at any age. Richard Bolles, author of a book on career planning called What Color Is Your Parachute?, says 80% of all employed people feel this itch. If you are between 30 and 50, Bolles puts the odds against your working for your present employer ten years from now at 99 to 1. The odds are 50 to 1 against your being at the same old stand even five years from now.

Odds aside, the big personal questions are, Could I really land a better job? Would it be smart for me to move? Is this the time? Would I be doing myself a favor by cutting loose, or should I say put, hold on to a steady spot on the ladder and reach for the new few rungs?

In sizing up the job you might leave behind, perhaps you should first consider whether it pays enough. As long as there is inflation, it will cost you more to live this year than last, more next year than this. At the very least your pay should be increasing faster than inflation eats its value away. If your pay raises merely match inflation, you are getting nowhere financially.

"Is Your Salary Up to Par?", in the November issue of Changing Times, gives you a number of ways to figure out how you are faring in this battle. Another measure of your job might be how your paycheck stacks up against what others get in similar jobs, both within your own company and in other firms. "The salary ranges given in that article may help you make these comparisons; so will published civil service pay scales for your type of work and experience level."

When comparing pay, remember to include fringe benefits (medical insurance, pension, life insurance, bonuses and so on). Originally, one purpose of such fringes was to tie you to an employer so you would be less inclined to leave. Now that new laws have made many private pension benefits portable and many major employers provide similar fringes, these benefits are not as binding as they once were. But they do matter. Don't overlook them.

Progress run aground?

Another consideration is whether you are gaining steadily in responsibility, authority and stature as well as in pay. Or is your career on hold?

You don't have to switch employers to have a career that moves. James Anderson is still working for his first and only employer, the Bell System, which he joined in 1963. He began as a management trainee in accounting in Washington, D.C., advanced through nine jobs in nine years, then took a transfer to A.T. & T. headquarters in New York. He was director of budget planning for about three years before becoming head of A.T. & T.'s banking relations department, which coordinates financing for the far-flung Bell System companies. When a high-level job opened up in one of those companies in 1976, Anderson got it: vice-president and comptroller of Northwestern Bell Telephone in Omaha.

No doubt steady progress helped Anderson resist any thought of changing course. But his experience is not everyone's. Unlike Anderson, you may have a clear, alarming perception that your career is stalled more or less permanently in a job with no future.

Nothing is so demoralizing as being stuck in a dead-end job. In almost any company you can see all sorts of jobs that lead nowhere. Try to determine whether you are in one of those no-go jobs.

Some people are content to do what they are doing and ask nothing better. If you have in fact arrived at your ultimate, most fulfilling career destination, fine. Relish your achievement. But if you're not yet satisfied, better set some specific career goals against which to measure your progress.

Charles Shockley, who heads a major-claims service center for State Farm Mutual Automobile Insurance Co., had such goals. He has been with State Farm since he got out of college in 1960, and he knows his company and his role in it. "The company has a policy of promoting from within. It provides a lot of opportunities to move up and also for professional improvement through special courses and on-the-job training," Shockley says. "I laid out a series of personal goals for myself with a timetable not too long after I joined State Farm. So far I have reached each one on schedule."

Another device, useful for analyz'¬g your career progress thus far, is to draft a resume, just as you would if you were hunting for a new job. Make sure it brings out your best points and shows off your career history to best advantage. What does it reveal? Is it a picture of a person who has moved into progressively better jobs over the years? Or is it a portrait of someone stranded on a job plateau?

Some factors that count

That point Shockley raised about company policy on employee advancement is an important one. Victor Lindquist, placement director at Northwestern University, notes that among employees there are two distinct schools of thought on this. Some companies are committed to employee career development. They promote from within, hold supervisors responsible for grooming people under them for promotion, and provide ways for employees to improve their skills and knowledge. Other companies view employees merely as resources needed to accomplish specific tasks. When a particular job is finished, so could the employees who worked on it.

A company's size and growth rate can affect your career prospects. A big, growing company will usually have more room for employees to move up than a small, stable firm where the chance to advance may occur only at long intervals.

That's the main reason why Roger Holden works for a large company, Travelers Insurance. It's his second employer. He left his first one after a couple of years because he saw no clear path ahead. Travelers seemed to offer a chance for training and advancement.

He began in personnel administration, later moved into personal lines production (the marketing and underwriting of personal casualty-property insurance policies), was promoted to assistant manager in 1970 and in 1972 became district manager in New Orleans, dealing with more than 80 independent agencies throughout Louisiana. Along the way he earned a Master of Business Administration degree in evening classes, and he is currently working on two insurance industry professional designations at company expense.

But sometimes the factors that steer your career are forces that neither you nor your employer can control—turns in the economy, perhaps, or technological or social changes. They made a major difference to Richard Langston, an engineering graduate who was recruited by Standard Oil of New Jersey (now Exxon Corp.). He eventually became zone manager of industrial and commercial sales in Pittsburgh. But in 1973, after ten years with the company, he decided to leave.

"Exxon was an excellent employer with respect to salary, training, promotions, benefits. My decision to break those golden handcuffs wasn't dissatisfaction with the company," Langston recalls. "The thing that concerned me was the future of the industry. With government controls and international politics increasingly affecting the way the oil industry operates, I felt that there just would not be a lot of need for professional salesmen. I knew the challenge of achieving just wouldn't be there."

He found the challenge he wanted in running his own business. The firms he now owns — hauling oil and packaging and distributing petroleum products — will gross about $2,000,000 this year.

Is this the work you want to do?

Finally, there is a consideration that can completely outweigh whatever a job pays and whatever promise it holds for career advancement. That consideration is overall satisfaction with your lot. There is a worldwide movement concerned with what is called "work humanization" — making work more satisfying and giving workers more participation in the organization of their tasks.

Cliff Mitchell came face to face with that consideration. After college, four years as a Navy officer and then graduate school, he began work as a junior accountant for one of the "big eight" accounting firms. The work involved auditing the books of an ever-changing series of client corporations, and career patterns were well-defined.

Mitchell had no misgivings about having entered accountancy as a career, yet something felt wrong. After a few years he concluded the job wasn't giving him the kind of work he was happiest doing. "For one thing," he said, "I was looking at financial history instead of making it." He was more interested in the other end, where decisions were being made, not where they were being reviewed. So in 1969 he joined the Brookings Institution, a Washington think tank, as supervisor of accounting. There he was involved in the kind of creative, problem solving accounting he preferred. Today he is assistant controller, happy with his work, his employer and his prospects.

Ben Colpitts cam up against a similar situation, but by a different route. When he graduated from college with a degree in secondary education in 1973, he felt fortunate to land a job as a junior high school social studies teacher in one of the largest school systems in Maryland. He enjoyed dealing with students and took satisfaction from his classroom world. But he became disillusioned.

"I started out with a lot of idealism," he related. "I felt that one person could make a difference in what seemed to be happening in the schools. But the system got the best of me, and I concluded that if I couldn't do some changing, I would get out. I wasn't going to just stay on and self-destruct."

So last year Ben Colpitts quit teaching, moved to Charlotte, N.C., and eventually got a foothold in a new, mechanically oriented career with IBM. He took a salary cut to start but believes in the long run his new work will be more rewarding.

Before you make a final decision

Now suppose you scrutinize your job as honestly as you can and conclude that it simply doesn't measure up. The pay isn't good enough for the kind of work you do, there is no promise of better things ahead or your work in general leaves you restless, discontented. You have already done whatever can be done to improve the situation as it stands.

At this point, guard against making a move that in retrospect might look impulsive, either to you or to anyone reading your work history. Consider the experience of Jerry Griffies, who came out of college with a marketing degree and took a job with a local company.

Several years later, seeing older salesmen boxed into routine jobs and realizing there was no prospect of moving into the broader marketing field he preferred, he quit General Mills for a sales job with Proctor & Gamble in Atlanta. Seven years later he quit that job to operate his own paint and wallpaper store. When that folded in a year and a half, he worked for a while as a manufacturer's representative, then joined the J. Strickland Co., producers of hair-care products for blacks, as a territorial sales manager. He doesn't believe he's made his last job move yet. He would ultimately like to go into business for himself if the right opportunity comes along.

"One thing you lack when you're younger and inexperienced," Griffles reflects today, "is patience. You want to make a big splash right away. When you spend a year or two without feeling you're really accomplishing something big, you get the itch to move."

"If I had it to do all over again, I think I would throw all my energies into the General Mills job and move up within the company. My wife and I both always loved that company, and I can see now there might have been opportunities there that I didn't see when I was starting out.

"I wish I had had someone older and more experienced to advise me when I was considering that first move. But I didn't."

There is a lesson there. Seek advice from people you respect. Make sure you're not faulting your job for problems stemming from your own performance or miscalculation. But when you've thought it through and decided that move you must, make a move that not only gives you more responsibility and more pay right off but also positions you for further advancement.

Richard Buskirk, Southern Methodist University professor and author of career guidance books, says these are positive reasons for changing jobs. He adds that sometimes the only way you can get a promotion or pay increase is to use a bona fide job offer from another firm as an ultimatum to your present employer: "Promote me or I'll quit." When you attempt this ploy, however, be very sure you really do have that better job offer waiting and are prepared to accept it. Your boss can always reply, "Okay, so quit."

At such a moment, it might be worth reading the advice of career counselor John Crystal. He says, "Most people hang grimly on, afraid that they cannot get anything better, leading lives of quiet desperation, unaware that they can learn how to take charge of their own lives and then make almost any job or career they want."

In a nutshell, Crystal suggests you decide for yourself what you really want to do with your life, what kind of work you would most enjoy doing if you had absolutely free choices. Then develop your own realistic plan for finding the ideal employer.

Neither Crystal nor Buskirk nor anyone else suggests that changing jobs or careers is as easy as eating cake. More likely it will be difficult, if only because uncertainties are involved. But all agree that in many circumstances, perhaps in those you currently endure, changing can be a lot better than the alternative.

— Changing Times, December 1977

SESSION II

Goals: To continue the self-assessment process, by assisting participants to relate their own personalities to the world of work, and to introduce the world of work.

Objectives: Workshop participants will:

1. Develop a better understanding of their personality characteristics and their relationship to the world of work.
2. Begin to understand the world of work.
3. Begin the decision-making process.

SESSION II OUTLINE

Activities

1. Establish individual appointments and book review schedule. (5 minutes)
2. Review thoughts about last session and continue the discussions of self-exploration as the first part of career development. (15 minutes)
3. Review results from the Personality Inventory. (60 minutes)
4. Discussion of world of work, Holland's theory of vocational choice, and the occupational daydreams exercise. (15 minutes)
5. Distribute handouts.

Materials

A. OPI Description of Scales.

B. Omnibus Personality Inventory Profile Report Forms (to be found in each client folder).

C. Holland's Personal Orientations (handout).

D. Occupational Daydream Sheet.

Suggested Handouts

For discussion in Session III or for clients' information:

A. "Do You Stereotype Yourself?"

B. "Time Management"

C. Other appropriate materials may be substituted.

SESSION II ACTIVITIES

Activity 1. Establish Individual Appointments and Book Review Schedule Time: 5 minutes

Counselor Instructions

Pass around the appointment and book review schedule.

Process

Explain that individuals are responsible for keeping their appointments and that you are to be notified of "any change." A reaction to a movie or a television program that deals with career issues can be substituted for a book review. Comments about a personal interview with someone who works at a job of interest also may be used. It is important that you establish a non-threatening atmosphere about the book, movie or television program review.

You can say:

> "A few sentences about what you liked or did not like about the book will be fine."

Activity 2. Review Thoughts About the Last Session (Self-Exploration Process) Time: 15 minutes

Counselor Instructions

Allow participants to express their reactions to the last session. Use this activity to stimulate group interaction, to clarify feelings about the last session, and to facilitate the change process. This activity should take place early in the session at each of the following sessions. Hereafter it will not be discussed in this manual. It will be listed as an activity.

Group discussion about materials handed out at last session that help focus on understanding the world of work and individual career development:

A. Job Satisfaction and Job Alienation

B. Observations on the Work World

C. The Work World

D. Your Job: The Itch to Switch

Process

Discuss why many adults find they need further training or education to make career changes, gain greater job satisfaction or move up in their present jobs. Discuss lifelong learning and its impact on higher and adult education. Explain how adults differ from younger students. Discuss skills adults may need to develop on returning to school; e.g., time management, study skills. Be sure to emphasize that adults usually meet with success as re-entry students because they are highly motivated, have life experience, are usually volunteer students and are, for the most part, better learners than they were when they were younger.

Activity 3. Explanation of the Omnibus Personality Inventory (OPI) Time: 60 minutes

Explanation

The counselor's OPI manual states:

> "The Omnibus Personality Inventory (OPI) was constructed to assess selected attitudes, values and interests, chiefly relevant in the areas of normal ego functioning and intellectual activity."[1]

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[1]Heist and George Yonge. Omnibus Personality Inventory, Form F Manual. New York: The Psychological Corporation, 1968, p. 1.

The OPI is described in this manual as an example of how to interpret a personality inventory in the context of group career counseling. The use of a personality inventory can be an effective and efficient way for people to gain insight into how they view themselves. The results, however, must be recognized as simply being a reading of one's various personality characteristics at the time the inventory is completed. It can be helpful in the change process only if the results are understood to be changeable. Individuals can be helped to discover which characteristics they want to change and which they want to strengthen.

Counselor Instructions

1. Be sure to examine each person's OPI profiles before the session. Look for those that indicate a high degree of anxiety, a high impulse expression level and low personal integration: they may signify deep seated personal problems. It is essential that you be especially sensitive and attentive to those people.
2. In cases where the anxiety, personality integration and impulse expression are extreme, you should suggest at the individual session (or even privately before) that the person should seek professional help with personal problems that may stand in the way of making an important choice.
3. Give each group member his or her OPI Profile Report Form.
4. Distribute the description of the OPI scales.
5. Be familiar with the content of the Omnibus Personality Inventory Form F Manual.

Process

Introduce the OPI results by saying that the inventory is not a test of ability, intelligence or aptitude. Remind the group members that none of the questions deals with facts, mathematical problems or grammar. Explain that their profiles only reflect how each person felt about the questions at the time he or she completed the inventory. Instruct everyone to try to identify the scales they are satisfied with and those they would like to change. Explain that their profiles only reflect how each person felt about the questions at the time he or she completed the inventory. Instruct everyone to try to identify the scales they are satisfied with and those they would like to change. Explain how to read the graph found on the profile. Point out that the numbers on the right side of the graph have no meaning: they are merely used to develop the graph. Make clear that the 50 represents the mid-point and that the farther to the left or right their scores feel the more they identified with the descriptions given on the left or right of the OPI "Description Scales Sheet".

You must state clearly and often that there are no right or wrong scores. Re-emphasize that each profile reflects how each person felt about the questions at the time he or she completed the inventory. Be sure to say that the OPI results often change when individuals set new career or educational goals.

Explain that you will collect the profiles and that notes about their own profiles may be made on OPI Description Scales you have given them. Point out that you have only one copy of each person's results, which will be kept in each person's folder. Since this profile requires interpretation, it is not wise to release it where others may see and comment on it without knowing what it really means.

You can say:

> "If you ever want to continue with the career counseling process you can reopen your file, take the OPI again and see how the results have changed."

Explain each of the scales by first reading the descriptions in the handout. Be sure you begin each description with "you said you . . ." Show that each person is responsible for completing the inventories. In response to questions like:

> "Why does the test say I am like that?"

You can say:

"You were responsible for the answers. You completed the inventory. There is no invisible mythical being to whom these results can be traced."

Introduce the concept of personality as something changeable, controllable and responsive to life situations, individual motivation and goal achievement. The dynamic view that we are constantly reacting to our environments and constantly making choices about how we spend our time, money and effort, how we view ourselves, how we want others to view us, and how we view others is intrinsic to the career development process.

Always read the descriptions to the left first. Point out that the descriptions explain the extremes and that scores for any scale that fall between 40 and 60 can be considered moderate.

Before reading the descriptions, explain the broad categories which are identified by the white and blue bands and which cluster the scales.

You can say:

"The first four scales which fall in the first white band represent how you feel about being involved intellectually."

"The next two in the blue band reflect your views about your independence or dependence."

"The next white band tells you how you feel about your social and emotional adjustment."

"The next four scales are treated individually and I will explain them later."

Proceed to read the descriptions of the scales, always reading the left side first and always beginning with:

"You said you . . ."

Pause after each description to allow for questions or reactions.

You can ask:

"Are there any surprises?"

You can point out that when the intellectural involvement scales fall very much to the left they may reflect the anxieties of adults with histories of poor academic achievement. Be sure to emphasize that those scales are the first to change once adults establish new career goals requiring further education, or successfully learn something new.

When discussing the autonomy and religious orientation scales, help people analyse their ability to make their own decision.

As you explain the social-emotional scales, point out that most people in career transition have high levels of anxiety.

You can say:

"A certain degree of anxiety is productive. People don't usually make changes unless they are uncomfortable in their present situation. Some anxiety is often necessary to force a change."

Extreme profiles in this category may indicate a need for further personal counseling.

You can say:

"If you are feeling very anxious, you may want me to refer you to personal counseling. In many instances, combining the career development seminar with some in-depth personal counseling will help people choose valid career goals and resolve some personal conflicts."

People can use the altruism scale to link their interests in helping others with their career goals. Encourage them to break away from their stereotyped view of women as helpers and men as self-interested. Do not let yourself become defensive about the femininity and masculinity scale.

You can say:

> "This scale has nothing to do with sexuality. It simply gives you a different perspective on what you said your interests are. As our society changes its view about female and male roles, the scale will most likely be modified to accomodate it."

Do not spend too much time on response. Help people remember how they felt on the day they completed the inventories, which would partly explain their scores.

Throughout the explanation of the OPI results, allow time for group discussion of any of the scales, both in general terms and for each individual as needed.

If someone insists that the test does not "fit," you can check to see that the scoring is correct. Also, occasionally you may want to re-test to make a person feel comfortable with the results. If the test were taken at a time of great stress, retesting may give a more accurate profile.

Provide closure by summing up the discussion. Tell group members to prepare for the next session thinking about their OPI results and particularly about which scales they would like to change and which to reinforce.

Collect the OPI profiles.

Activity 4: World of Work Discussion
Hollands's theory of occupational choice and occupational daydreams exercise (to set the stage for feedback on Strong-Campbell results) Time: 15 minutes

Discuss theories of vocational development, explain that many people study the process of career development and have provided us with an understanding of how individuals make career decisions. Explain that John Holland is one of those researchers who has formulated a theory of how people make career choices. Distribute "Holland's Personal Orientations (Life Styles)" handout and discuss the six types and environments.

Have participants discuss the descriptions of types and environments. Ask participants to identify themselves according to Holland's descriptions. Explain that the Strong uses the Holland system to organize the results.

Distribute the Occupational Daydream sheet, ask participants to list 7 careers that would interest them. Ask them not to think about the requirements of the career, but just to list their occupational daydreams. Use Dictionary of Holland Occupational Codes[2] to identify the codes for participants occupational daydreams. Ask them to comment on the occupations they choose and the codes they received.

Activity 5. Distribute handouts

Hand out the following for discussion at the next session:

A. Do You Stereotype Yourself

B. Time Management

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[2]Gottfredson, G., D., Holland, J., L., & Ogawa, D., K. Dictionary of Holland Occupational Codes. Palo Alto: Consulting Psychologists Press. 1982.

OPI

IF YOU SCORED MORE TO THE LEFT YOU SAID YOU:	IF YOU SCORED MORE TO THE RIGHT YOU SAID YOU:
TI **Thinking Introversion**	
Prefer ideas as they apply to practical situations; like information for immediate use, and do not like abstractions.	Enjoy exploring ideas and thinking about them; prefer learning for learning's sake; like reflective thought ideas and abstractions and academic activities.
TO **Theoretical Orientation**	
Have little interest in science or problem solving.	Prefer reading about science, analyze and solve theoretical problems, using scientific methods, are generally logical, analytical and critical in approach to problems.
ES **Estheticism**	
Have little interest in art, music, drama or literature.	Show a high level of sensitivity to esthetic stimulation, including response to a painting, sculpture, music, literature, and drama.
CO **Complexity**	
Prefer structured activities with predictable results. Prefer to deal with one thing at a time, rather than many details.	Prefer flexible challenging activities and enjoy organizing complex materials and ideas. Enjoy diversity, uncertainties and the unpredictable.
AU **Autonomy**	
Allow others to make decisions; seek little responsibility.	See a need for independence and rely on your own judgment; non-authoritarian thinking.
RO **Religious Orientation**	
Prefer conventional activites; like to conform; fundamentalist or orthodox in religious belief and practice.	Prefer exploring non-traditional attitudes; are skeptical of conventional religious doctrines and practices or reject them.
SE **Social Extroversion**	
Prefer lone activities; avoid groups of people. Tend to withdraw from social contacts and responsibilities.	Prefer to be with people, seek and enjoy social activities and responsibilities, relating to people in a social context.
IE **Impulse Expression**	
Tend to be afraid to let yourself go; afraid to take risks; want to be sure of outcome before trying.	Tend to be impulsive (expressing feelings of sensuality, rebellion, and aggression); do thngs without planning; show an active imagintion.

PI **Personal Integration**

Lack confidence; often feel isolated, rejected, lonely or hostile.

Like yourself, feel worthwhile most of the time; general feelings of adequacy and rapport with people.

AL **Anxiety Level**

Find yourself worrying a lot about things you can't control; thinking in circles; may be moody; may be tense, high strung, worry excessively.

See yourself as calm, able to cope most of the time. Apparently do not worry or feel nervous.

AM **Altruism**

Seek self-activities not directly involved with the welfare of others.

Have strong wish to help others; are trusting and an affiliative person.

PO **Practical Outlook**

Find inner satisfaction a high priority. Find a great appeal in ideas over facts.

Believe in practical applications; value money and material possessions; like concrete rewards, pragmatic, interested in utility.

MF **Feminity-Masculinity**

Enjoy activities thought of traditionally for women. Strong social and esthetic inclinations. May be sensitive and emotional.

Enjoy activities traditionally for me. More interested in science and mathematics.

RB **Response Bias**

May be trying to make a bad impression or have a low state of self-esteem. May be depressed.

May be trying to make a good impression.

IDC — Intellectual Disposition Category
Factor relating to intellectual scholarly disposition.

HOLLAND'S PERSONAL ORIENTATIONS (LIFE STYLES), Or Preferred Approaches to Life Situations

Holland developed his theory on the basis of the following four assumptions:

1. In our culture,most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising, or conventional.

2. There are six kinds of environments: realistic, investigative, artistic, social, enterprising, and conventional.

3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.

4. A person's behavior is determined by an interaction between his personality and the characteristics of his environment.

(1) Realistic people are characterized by competitive/assertive behavior and by interest in activities that require motor coordination, skill, and physical strength. People oriented toward this role prefer situations involving "action solutions" rather than tasks involving verbal or interpersonal skills. They like to take a concrete approach to problem-solving rather than relying on abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas.

(2) Investigative persons prefer to think rather than to act, to organize and understand rather than to persuade. They are not apt to be too "people oriented."

(3) Social people seem to satisfy their needs in a teaching or helping situation. In contrast to investigative and realistic people, social types are drawn more to seek close interpersonal relationships and are less apt to engage in intellectual or extensive physical activity.

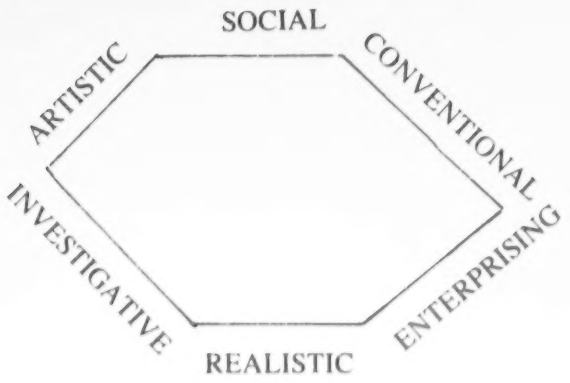
(4) Conventional people don't mind rules and regulations and emphasize self-control. They prefer structure and order to ambiguity in work and inter-personal situations. They place value on prestige or status.

(5) Enterprising people are verbally skilled and use this skill in persuasion rather than support of others. They also value prestige and status; and are more apt to pursue it than conventional people.

(6) Artistic people value self-expression and relations with others through artistic expression. They dislike structure, prefer tasks involving personal or physical skills, and are more prone to expression of emotion than others. They are like investigative people but are more interested in the cultural-aesthetic than the scientific.

It would indeed be rare to find any one person or environment which is exclusively one type. The degree to which a person or environment can be clearly defined as a particular type varies. In fact the characteristics of a person or environment can usually be most accurately described as a combination of two or three prominent types. Of the six types, some are more closely related than others and are more likely to appear together in a particular person or environment. For example, realistic types are more closely related to investigative types than to social types.

Based on John L. Holland's MAKING VOCATIONAL CHOICES: A THEORY OF CAREERS (Englewood Cliffs, NJ: Prentice Hall, 1973).



The **Realistic** (R) type likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, electrician. Has mechanical abilities, but may lack social skills. Is described as:

Conforming	Materialistic	Modest
Frank	Natural	Shy
Honest	Persistent	Stable
Humble	Practical	Thrifty

The **Investigative** (I) type likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, medical technologist. Has mathematical and scientific ability but often lacks leadership ability. Is described as:

Analytical	Independent	Modest
Cautious	Intellectual	Precise
Critical	Introverted	Rational
Curious	Methodical	Reserved

The **Artistic** (A) type likes artistic jobs such as composer, musician, stage director, writer, interior decorator, actor/actress. Artistic abilities: writing, musical, or artistic, but often lacks clerical skills. Is described as:

Complicated	Idealistic	Independent
Disorderly	Imaginative	Intuitive
Emotinal	Impractical	Non-conforming
Expressive	Impulsive	Original

The **Social** (S) type likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, speech therapist. Has social skills and talents, but often lacks mechanical and scientific ability. Is described as:

Convincing	Helpful	Responsible
Cooperative	Idealistic	Sociable
Friendly	Insightful	Tactful
Generous	Kind	Understanding

The **Enterprising** (E) type likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. Has leadership and speaking abilities but often lacks scientific ability. Is described as:

Adventurous	Energetic	Self-confident
Ambitious	Impulsive	Sociable
Attention-getting	Optimistic	Popular
Domineering	Pleasure-seeking	

The **Conventional** (C) type likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, tax expert. Has clerical and arithmetic ability, but often lacks artistic abilities. Is described as:

Conforming	Inhibited	Practical
Conscientious	Obedient	Self-controlled (calm)
Careful	Orderly	Unimaginative
Conservative	Persistent	Efficient

OCCUPATIONAL DAYDREAMS

List below the occupations you have considered in thinking about your future. List the careers you have daydreamed about as well as those you have discussed with others. Try to give a history of your tentative choices and daydreams. Put your most recent job choice on Line 1 and work backwards to the earlier jobs you have considered.

Occupation Code

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

DO YOU STEREOTYPE YOURSELF?

by Jean Rosenbaum, M.D., with Evelyn E. Smith

When you watch old movies on the Late Late Show, you know right away that the wisecracking call girl has a heart of gold, the benevolent old country doctor knows more about medicine than the slick city specialist, the man who kicks the dog is the villain and the man who kisses his horse is the hero. The parts they are playing are all stereotypes. According to the dictionary, a *stereotype* is anyone or anything that conforms to an unvarying or fixed pattern without any distinguishing individuality.

You don't find as much stereotyping in modern movies. Ladies of the evening can be dull and nasty, and kindly rural doctors are likely to make incorrect diagnoses as their callous metropolitan colleagues. An impatient good guy might give a dog a little shove with his foot, and a man who kisses his horse would be considered a pervert rather than a hero.

Unfortunately, life has not followed art. Although our movies may have become less stereotyped, our attitudes toward each other have remained as stereotyped as ever. There are all kinds of common stereotypes. Some identify the individual with the characteristics of his racial or ethnic background. Others identify the individual in terms of his or her profession, occupation, interests, and social or economic status. This can lead to such broad and often misleading generalizations as, "All teenagers hate the Establishment," "All Scotsmen are stingy," or "All librarians are sex-starved." No doubt every one of these is true when applied to a particular person in certain instances, but they by no means represent the general rule.

If you think of people that way, you are looking at them as faceless symbols. Stereotyping in this broad fashion simply makes us appear to be robots and, although it's true that the world has become more rigidly technological and stratified, we have not yet reached the stage of personality automation. We are still living in a world of individuals.

Sometimes stereotyping is a convenient way of getting a quick picture of someone. For example, when you are first introduced to a new person, you automatically use the stereotype method to form your first impression. You may form the stereotype from hearing the person's name, finding out what he does or where he lives; you may even base your judgment on the way he shakes hands. Instant stereotyping like this is dangerous only if you refuse to let go of your first off-the-cuff impression about another person even when further acquaintance proves it to be incorrect. For instance, if you're introduced to a man sporting a black eye, it's natural for you to think of him as a "tough" character. However, if you persist in thinking of him that way before you met him, you have used the stereotype to do him an injustice.

Stereotypes are everywhere, and chances are that not only have you applied them to other people but that some of them have probably been applied to you, as well. As a mother, a mother-in-law, a daughter, a member of a club or other group, you probably have been identified not as *you*, the person, the individual, but as *it*, the stereotype. Some stereotypes are agreeable. It's nice to be thought of as the type of mother-in-law who can always be relied on in a pinch, but it's not so nice to be thought of as the mother-in-law who is always interfering in the lives of her children and their spouses.

You can also easily stereotype yourself without even being aware of it and, as a result, limit your personal achievements. If you stop to think about it, you'll discover that some of your behavior patterns are actually dictated by the stereotype image that you have fastened onto yourself. How many times have you said things to yourself like, "I can't start learning to ride a bicycle now. My children would make fun of me." Or, "I'm too old to take up tennis, even though I'd love to play."

Have you trapped yourself in a stereotype, or have you allowed others to trap you? Some people don't feel trapped; they take comfort in the security of their stereotypes and would be lost without them. Therefore, you must decide whether you really want to do the things you've always told yourself you wanted to do . . . decide just how much you want to cut loose from the factors that create these stereotype images.

There is a vast background of ethno-historical stereotyping that we inherit from our families and cultural groups. We grow up accepting these stereotype images for ourselves and others. Sometimes, of course, these stereotypes fade because of altered world conditions and attitudes. Good examples of these are the changes in the old stereotypes of the Oriental as "sinister," the farmer as "simple," the landlord as "heartless." To get an idea of what some common stereotypes of the last century were, read an old melodrama of that period.

New stereotypes are continually being produced. Current literature is full of the, and television, particularly the soap operas, has taken up where the movies left off. Since the shows simulate real life situations, it's easy to believe that all doctors, all nurses, all wives and so forth behave the way they do in these contrived settings.

The whole business of stereotypes is one of the factors behind the various liberation movements. All of a sudden, whole groups of people suddenly realized that they were being treated as stereotypes just because they were female, or black, or Chicano. These are all examples on rather a large scale, but there also are countless examples of such stereotyping on the personal level. For instance, you've thought of yourself all these years as Jane Robinson; one day you wake up and realize you've let your family stereotype you as "Mom" or "Grandma." Or you may think of yourself as "that brilliant trial lawyer" and find that the world has stereotyped you only as "that woman lawyer."

Sometimes families have stereotyped their children, not only stunting their emotional growth but actually controlling their social lives and professional choices. For instance, the parents who proclaim that their child is shy and retiring may so fasten that image on the child's personality that he cannot escape from it. He becomes too timid to express himself well socially and, in choosing a career, lets himself be guided by the parental stereotype. He'll take up some occupation like teaching or bookkeeping that corresponds to his parents' idea of what a shy retiring type should do.

The opposite can happen when parents arbitrarily decide that one of their offspring is a born leader or accomplished in some other way. Many children are pushed onto the stage when they have only moderate talent for music or acting or no inclination whatever for public performance. Too many whose parents try to make them into little Yehudi Mehuhins or Shirley Temples wind up an emotional mess.

Time to Change

Most people, of course, don't have their emotional lives ruined by being forced into the moods their parents set up for them; they are simply not as happy as they might have been had they been left to deveop in their own way. If you suspect that you are not being you, but are acting according to a stereotype set up for you by your parents, it's not too late to change, no matter how old you may be. And the time to change is *now*. Examine that stereotype and see how well it fits with your own inner identity. Discard those elements that you decide are not an *ought* to do from what you *want* to do. When you've made the distinction, then make your choice. But be prepared to cause some surprises and anxiety to your family and friends. In fact, you'll know that you have succeeded when you hear them complain that you're not the way you used to be. Of course you aren't, because now you are being your true self.

Sometimes a child is stereotyped not by his parents but by other children. Peer group stereotyping starts early in your life. As a child you want to do what the other children are doing. This desire to conform gets especially strong during adolescence. This is the time of life when you feel that you'd "rather die" than not dress the way the other boys or girls dress; or do the things they do. "Being different" during childhood and adolescence isn't a distinction, it's an affliction. That's why most adolescents seem to be wearing a uniform — like the current long lank hair for girls and beat-up blue jeans for both sexes.

Conformity is normal during adolescence. The danger is that the urge to conform to the group stereotype may remain with you for the rest of your life. To a certain extent you can't avoid it. Most women don't want to be the only one in the office or group whose hems are at mid-calf when all the others are wearing theirs at the knee. But group stereotyping can go much further than fashion; it can literally force you into seeing certain movies, reading certain books, taking up certain hobbies and sports, and leading a certain kind of social life. Because you don't want to be different from the others or feel left out, you do what the group does. This is fine if acceptance fits your true personality, but it can be emotionally upsetting if you really want to be a different person but are afraid to express yourself for fear of antagonizing your friends.

This can be most obviously dangerous in the case of something like drinking. Many people who really do not enjoy — or actually cannot handle — liquor feel compelled to imbibe because the people they associate with drink . . . just as many adolescents experiment with marijuana mostly because of group pressure. On a less sinister level, many people have learned to play bridge because everyone they know plays bridge, or go boating because everyone they know has a boat, even though one activity bores them and the other makes them ill.

Some wives who want to help their husband get ahead in business will accept the stereotype of the executive wife and attend ladies' lunches, help organize charity balls and work for causes they have no interest in, even though they hate the whole routine. Both men and women striving for business success may go even further and violate not only their inclinations but their principles in conforming to the stereotype of the executive.

In assuming a group identity, you may be repressing your true self. This can create tension, because such repression is unnatural. Furthermore, the aspects of yourself that you are hiding may be the best parts of you, the parts that, if allowed to see the light of day, could turn you into an interesting individual rather than a characterless automaton almost indistinguishable from all the other characterless automatons that move among.

A PERSONAL QUIZ ON STEREOTYPING

1. I think of myself first as a "mother" (or other family figure).
   Yes ( ) No ( )
2. I willingly follow group pressure whether or not I agree with the group.
   Yes ( ) No ( )
3. I accept the stereotype characteristics as shown to me on TV and in books.
   Yes ( ) No ( )
4. Although I am now an adult, I still try to conform to the way in which my parents see me.
   Yes ( ) No ( )
5. There is a wide difference between what I do and what I would like to do.
   Yes ( ) No ( )
6. I do not do certain things because I don't think they fit in with my "image."
   Yes ( ) No ( )
7. I make my life-style fit in with my choice of profession.
   Yes ( ) No ( )
8. I want other people to assume certain facts about me because of my occupation, education or economic status.
   Yes ( ) No ( )

9. I am more comfortable with other people who are themselves stereotypes.
Yes ( ) No ( )

10. I am more satisfied with myself as long as I stay within the limits of a stereotyped personality.
Yes ( ) No ( )

Count 10 points for every "Yes" answer; 5 points for every "No." In this quiz, the lower your score, the better; for it shows that you are expressing your own individuality and avoiding the traps of stereotyping.

When you describe yourself to others do you think creatively about your own image — or accept the stereotypes that others use about you? Can you use words about yourself that imply change, the possibility of growth, an expanding personality?

A stereotype is a simplistic picture of a person, perhaps generalized from a single characteristic which may be true of one person but not of another, or even of most of those in a particular class — i.e., "Scots are stingy" or "Fat people are good natured." When you allow yourself to think in this way, you are likely to try to fit the label you have chosen — even though it is not 100% attractive. Once this process begins, it becomes more and more difficult to change. The label may become an unconscious goal.

When you look at other people, see the whole person and don't accept a casual label. Think about the possibilities for growth. Stereotypes lock people in, often irrationally, placing them where they may never have been and so limit the possibilites for change.

Some of the artificial limitations which occur with traditional stereotyping are age, sex, size, or national origin. Think of how often someone you know says, "Oh, I am too old to learn to drive." This is supported by folklore and even little catchy sayings like "You can't teach an old dog new tricks." But, certainly a dog never stops learning — observe! That myth was perpetuated by someone whose canine friends had learning problems caused by overfeeding rather than age. Maybe it should have been "You can't teach a fat dog new tricks" — another stereotype, but, perhaps closer to the truth. We may learn more easily when motivated by hunger or other needs.

Stereotyping has always been tied to symbols. This is evident in the theater where the villian has become recognized as the man in the dark clothes. We have to look closely at symbols and see if they really apply to the present. Perhaps the man in the dark suit is really the groom on the wedding cake — the symbol of a hero, not a villain.

Women, minorities, old people, teenagers, Catholics, Jews — all have been boxed into stereotypes and their growth often has been restricted by those boxes.

It is important as you look to grow and change your life that you do not let yourself be limited by either self-imposed, stereotyped images — or those you see others applying to you. Remember that stereotyping usually stifles creativity. Your freedom to grow and change your own life depends on your ability to toss aside the stereotypes that don't fit. In becoming the person you want to be it is up to you to make the conscious choices that move you toward being an interesting individual, a unique person, one of a kind, impossible to stereotype.

TIME MANAGEMENT

* ASK YOURSELF *

— Do you race the clock every day just to keep up — and lose?

— Do you feel that you have too little time and that you are drained, depressed and unfulfilled?

— Do you blame yourself for not being better organized?

— Do you feel it is selfish to take time for yourself?

— Does a fear of failure stop you from undertaking new projects?
Do you waste time on a lot of trivia and act out "Parkinson's Law" — the concept that activities can expand to fill up all the available time?

— Do you organize all your time around the needs of others (e.g., husband, wife, children, parents)?

* HELP YOURSELF *

There are no "magic tricks" for effective time management.

It is important that you know where your time is going. A fairly accurate log kept for five or ten days will give you the data you need to analyze how you use your time.

You may discover that you are in control of only a very limited portion of your time. Being in control of how your time is spent, assuming responsibility for choosing how and on what you spend your time will overcome this problem.

Once you know what your objectives are and how you want to allocate your time, your next step is to prioritize your activities to move toward more efficient and effective use of your time.

SESSION III

Goals: To continue the self-awareness process by introducing the exploration of interests, in order to identify new career options.

Objective: Workshop participants will:

1. Continue understanding self, through the exploration of their interests.
2. Identify new career options.

SESSION III OUTLINE

Activities

1. Review thoughts about last session (10 minutes)
2. Group discussion about materials handed out at last session (15 minutes)
3. Book reviews and group discussion (20 minutes)
4. Explain the results of the Strong-Campbell Interest Inventory (60 minutes)
5. "Do You Stereotype Yourself?" (10 minutes)
6. Assign "Shoulds" Exercise (5 minutes)
7. Distribute Handouts

Materials

For use during Session III

Strong-Campbell Interest Inventory Profiles. (To be found in each client's file.)

Handouts

For discussion at next session or for clients' information.

A. Values

B. Decision Making

C. Occupational Classification Systems

SESSION III ACTIVITIES

Activity 1. Review thoughts about last session Time: 10 minutes

Activity 2. Group Discussion about Materials Handed Out at Last Session Time: 15 minutes

Activity 3. Book Reviews Time: 20 minutes

Process

Create an accepting non-judgmental climate for each individual who presents a book, movie or television program review. Link the report with the individual's career development concerns.

You can say:

"How has the book helped you with your career decisions?"
"What have you learned that is relevant to this seminar?"
"Why did you not like it?"

Make positive statements about the person's delivery, his or her opinions, and the contribution the review made to the seminar. Use reports to stimulate group discussion about participants' interests and needs.

Activity 4. Explanation of the Strong Campbell Interest Inventory Profile

Time: 60 minutes

Explanation

The interest inventories give adults information about themselves and how they relate to the world of work and information valuable in making new career and education decisions. They can stimulate discussion of why some interests were indicated and others were not. They can expand individuals' understanding of the world of work and how they can deal with it in the future. They can help individuals break away from notions that may have locked them into stereotyped occupations.

Counselor Instructions

1. Be familiar with the Manual for the SVIB-SCII Strong-Campbell Interest Inventory (Form T325 of the Strong Vocational Interest Blank).[1]

2. Distribute individual profiles to each client. Hand out the copy entitled "Understanding Your Results on the SCII," which is found on the back of the profile. Keep the copy, "Comments for the Counselor" in participant folders.

Process

Introduce the Strong-Campbell Vocational Interest Inventory, exploring that the results do not provide ability or aptitude scores for any individual or occupation. The test compares individuals' interests with those of people who are happily pursuing various careers. High scores show that these interests are most like those of successful people in these fields. Tell people that the profile can help them analyze occupations they said they were interested in and can help stimulate them to explore new ones. However, the inventory is not the magic answer to career choice; it only offers clues.

Give a short history of the Strong-Campbell Interest Inventory found in the preface of the Inventory's manual. Explain how the scales are constructed. Point out that the ever-changing world of work requires that the scales be constantly updated.

Discuss in detail the General Occupational Themes, the Basic Interest Scales and the Occupational Scales. Explain how and why they are color coded. Be sure to review carefully all areas in the profile, including the administrative indices. Discuss the female and male codes as well as the women-in-general and men-in-general sample bars.

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[1]David P. Campbell & Jo-Ida C. Hansen, Manual for the SVIB-SVII, Strong-Campbell Interest Inventory, Third Edition, Stanford: Stanford University Press, 1981.

It is important that you deal with the criticism of these inventories for alleged sex bias. The scales were based on research available on who works at what and what workers in given fields like and dislike. Knowledge about why women and men worked in certain occupations can be used productively by those seeking why they answered as they did and not helping them find new answers, interests and occupations. Do not let them take the results at face value. Your task is to offer a creative, dynamic way of viewing the profiles so that individuals feel free to examine them to discover which occupations they want to know more about, what the requirements are, and whether they can meet them, whatever they may have assumed before. Keep in mind that because the group participants are adults who often have great anxiety about education, they need encouragement about learning what they need to know to qualify if the motivation and interest are there.

For flat profiles with low scores in most scales, you can point out that this may be due to the individual's lack of exposure to a variety of occupations.

Begin a methodical explanation of the results by discussing the General Occupational Themes, pausing at times to ask for questions or reactions.

You can ask:

"Have you found any surprises?"

"Move to the Basic Interest Scales, then to the Occupational Scales, and end with the Administrative Indices."

Continue to pose questions such as:

"What do you think this means for you?"

"Which occupations do you know nothing about?"

"Which do you want to learn more about?"

Direct all group members to examine their above average scores in all sections of the profile and to find interrelating combinations. Show them how to use the codes by identifying high theme scores with occupations. Help them distinguish their interests in the general occupational themes from their interests in and knowledge about specific occupations.

Direct them to choose the occupations found on the profile they wish to explore further. Ask them to choose at least three occupations to research in the career and educational resource center. Tell them to find out about the qualifications, what the work entails and what opportunities are open in the career clusters they like.

Provide closure by suggesting that they discuss the Strong-Campbell profiles with people they care about, such as family members and friends. Explain that the more information they obtain and the more discussion they engage in, the better they will be able to make valid career decisions.

Activity 5. "Do You Stereotype Yourself?" (10 minutes)

Process

Referring to "Do You Stereotype Yourself?," talk about the meaning of stereotypes, how they can box people in, and the importance of breaking away from them. In keeping with our commitment to help people see themselves as open systems and responsible for choosing new behaviors and setting new career goals, the issue of stereotyped views must be dealt with.

Discuss any of the points made in the article as they are initiated by the group members.

Use the "Personal Quiz on Stereotyping" found on the last page. Help participants focus on their stereotyped behaviors with a view toward change and for new career goals.

When discussing question #1, introduce the notion that we all play many roles such as: sister, brother, worker, neighbor, friend, etc. Each role calls for different behaviors.

Question #5 is important. It can help group members focus on eliminating the frustration that stereotyped thinking creates. Individuals need power to do those things they like to do.

Continue to discuss the quiz questions. Help individuals develop insights that can free them for new ideas about themselves and others. Do not get involved in the scoring of the quiz. Point out that what is important is not the score, but that each individual find new ways of thinking and behaving.

Activity 6. Assign "Shoulds" Exercise Time: 5 minutes

Listen for a participant's statement that expresses the feeling that he or she should take certain action or should behave in a particular manner. Use this opportunity to assign the "Shoulds" Exercise.

You can say:

> "I'm glad you said that. It gives me the chance to assign a special exercise, one I particularly like. Between now and the next session, keep a list of your "shoulds" for the week. Informally jot down things you find yourself thinking you should do: clean the basement, polish the car, look for a new job, call your aunt, write to an old friend, play catch with your son. Carry the list with you and keep adding your "shoulds". Bring it to the next session. We will discuss them together."

Activity 7. Distribute Handouts.

Handout A describes values and presents an exercise to help participants to rank two lists of values. Ask participants to read the handout and to rank their values for the next session.

Handout B describes decision making, decision making styles, and steps in the decision making process. Participants should read these handouts for the next session.

VALUES

Values are extremely important in our lives. Our behavior, and the behavior of others, is based upon values, both individual and collective. When we make decisions, we are basing them on values as well as facts. Conflict between individuals can often be traced to basic value differences.

Our values, for the most part, are formed by our experiences with other people, be they members of our family, our teachers, or members of groups to which we belong. All of these experiences have a powerful effect in the shaping and formation of our values.

Values do indeed guide our lives, and we are often not even aware of what these values are. The purpose of these exercises and of this chapter is to help you to become aware of your values. The better we understand our values, the better we can plan our lives to achieve them.

One way to understand why people behave as they do is to look at how they perceive the world. Since our perceptions are based on our attitudes, beliefs and values, we will discuss these concepts here.

A belief is a perceived relation between two things or between some thing and a characteristic of that thing. Your understanding of the world is based on your beliefs. Beliefs stem from two sources. The first is direct sensory experience with the environment. Because it would be impossible to experience everything directly, the second source of beliefs is the external authority in our lives, such as parents, teachers, political leaders, etc.

Attitudes are particular kinds of beliefs. They are evaluative beliefs by which we express our likes and dislikes. To express the idea that communism is bad and democracy is good is to express an attitude.

Values, likewise, are particular kinds of attitudes. A value can represent a preference for a certain end state (such as the terminal values you rated yourself on) or for a certain mode of conduct (such as those you rated yourself on in the second exercise).

Our beliefs, attitudes, and values help us to make sense of our world. These structures are our own personal representations of our world, and much of our behavior is based on our beliefs.

Values are crucial kinds of beliefs because they determine how we behave, feel, and think and also how we make decisions and what constitutes those decisions. Thus, it can easily be seen that values are at the foundation of our belief systems.

Every decision we make is based on our values and the facts of the situation. We often select the facts we attend to on the basis of our beliefs. The person who says "I want the facts" will usually select the facts that coincide with his or her belief system.

Values are not right or wrong, or true or false. They are personal preferences and are thus not subject to empirical verification. Neither can we tell someone the "right" values he or she should have.

Clarifying your values is probably one of the most important means to achieving greater happiness, satisfaction, and success in life. It certainly is necessary to help you understand better various career choices, goals, and advancement.

Below are two lists, devised to help you gain some insight into what you value. Each list names eighteen values. Your task here is to rank them in importance. It might be helpful for you to rank the first few, then the last few. The middle values are usually the most difficult to rank, so working on the two extremes first will be quite helpful. Take your time with this and give a great deal of thought to what each of these values means to you.

Terminal Values

1. A Comfortable Life (a prosperous life) _____
2. An Exciting Life (a stimulating, active life) _____
3. A Sense of Accomplishment (lasting contribution) _____
4. A World at Peace (free of war and conflict) _____
5. A World of Beauty (beauty of nature and the arts) _____
6. Equality (brotherhood, equal opportunity for all) _____
7. Family Security (taking care of loved ones) _____
8. Freedom (independence, free choices) _____
9. Happiness (contentedness) _____
10. Inner Harmony (freedom from inner conflict) _____
11. Mature Love (sexual and spiritual intimacy) _____
12. National Security (protection from attack) _____
13. Pleasure (an enjoyable, leisurely life) _____
14. Salvation (saved, eternal life) _____
15. Social Recognition (respect, admiration) _____
16. True Friendship (close companionship) _____
17. Wisdom (a mature understanding of life) _____

Instrumental Values

1. Ambitious (hardworking, aspiring) _____
2. Broadminded (open minded) _____
3. Capable (competent, effective) _____
4. Cheerful (lighthearted, joyful) _____
5. Clean (neat, tidy) _____
6. Courageous (standing up for your beliefs) _____
7. Forgiving (willing to pardon others) _____
8. Helpful (working for the welfare of others) _____
9. Honest (sincere, truthful) _____
10. Imaginative (daring, creative) _____
11. Independent (self-reliant, self-sufficient) _____
12. Intellectual (intelligent, reflective) _____
13. Logical (consistent, rational) _____
14. Loving (affectionate, tender) _____
15. Obedient (dutiful, respectful) _____
16. Polite (courteous, well-mannered) _____
17. Responsible (dependable, reliable) _____
18. Self-Controlled (restrained, self-disciplined) _____

Terminal Values, Instrumental Values, and their respective orderings were adapted with permission of Macmillan Publishing Company, Inc., from *The Nature of Human Values*, by Milton Rokeach. Copyright © 1973, The Free Press.

DECISION-MAKING

Another skill, that of decision-making, will help you become more successful in planning your career and future directions.

People make literally hundreds of decisions every day. Examples of them include when to get up, what to wear, what to accomplish at work, and how much time to spend with your family. These are so common that they take little thought. However, many decisions are of far greater importance and have consequences that will last for many years. For example, you have to decide what career to pursue and major to study.

Learning the process of decision-making means learning how to make important choices: choices that affect directly your career and personal life. In this seminar you will learn the skills of decision-making, thereby increasing your ability to make satisfying and rewarding decisions.

STEPS IN THE DECISION-MAKING PROCESS

1. Identify the decision to be made
2. Gather information
   a. Self-exploration
   b. Explore the environment (the world of work)
3. Identify the alternatives
4. Weigh the evidence (identifying possible outcomes and risks associated with each alternative)
5. Choose among alternatives
6. Plan and take action
7. Review the decision (analyze and evaluate the results)

NOTE: Steps 4-7 are often repeated several times to continue narrowing choices.

DECISION-MAKING STYLES

1. Intuitive: It feels right.
2. Planning: Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional weighting of the facts.
3. Impulsive: Little thought or examination, taking the first alternative.
4. Delaying: Postponing thought and action.
5. Fatalistic: Letting something else decide, leaving it up to fate.
6. Dependent: Let someone else decide, following someone else's plans.

In choosing a satisfying job or career, many decisions need to be made. What can I do? What do I like? What do I value? Do I need to go to school/more school? Do I move? etc.

So many people find it difficult to make decisions whether it is what to wear or what career to pursue. If decision making is a problem for you it is important to ask yourself what is the barrier to making that decision? In other words — Why Can't I Make Up My Mind?

It might help to ask yourself the following questions:

1. Do I know what I value (what is important to me?)
2. Do I know what my priorities are (which things are more important?)
3. Do I have all the information I need to make the decision?
4. Have I thought about the consequences (outcomes) of the decision?
5. Am I willing to take the responsibility for the decision I make?
6. Am I willing to take the risk?
7. Am I willing to evaluate the outcome of the decision and make another if necessary?

If the answer is no to one or more of the above, that is the area/areas where you may have a barrier and need to work on this area to remove the barrier.

You may have a decision-making style that is not working for you. Look at the styles. See which style/s fit. Do they work? If the answer is no, look at the others and try them to see which is best for you.

A decision is made in a place in time. Life changes, you change. New decisions might have to be made. Don't be afraid to make a decision because you think it is forever. You can only make the best decision for who your are and what is happening at the time. Decision making is a process. Trust yourself to make the best decision at the time you make it.

OCCUPATIONAL CLASSIFICATION SYSTEMS

Another kind of system tries to classify occupations horizontally in fields determined by the type of work (for example, mechanical work) and vertically by the ability, responsibility, or education required to enter and succeed in the occupation.

Roe's System. Anne Roe of the University of Arizona proposed such a system (See Table 6.4). In her system there are eight groups of occupations:

1. *Service:* serving and attending to the personal tastes, needs, and welfare of other persons. Included here are occupations in counseling, social work, domestic and protective services.

2. *Business contact:* primarily face-to-face selling of commodities, investments, real estate, and services. This group includes occupations in which selling is essentially personal and persuasive, but excludes those where selling is routine and the person-to-person contact is relatively unimportant.

3. *Organization:* managerial and white-collar work in business, industry, and government that is concerned primarily with the organization and efficient functioning of businesses and governmental activities.

4. *Technology:* production, maintenance, and transportation of commodities and utilities. Examples are engineering and crafts.

5. *Outdoor:* agriculture, fishing, forestry, mining, and similar occupations.

6. *Science:* developing and applying scientific theory.

7. *General culture:* preserving and transmitting the general cultural heritage, as in journalism and education.

8. *Arts and entertainment:* using special skills in the creative arts and the field of entertainment.

Roe's second, or vertical, dimension is based upon the level of function in the occupation, that is, the degree of responsibility, intelligence, or skill required to do the work. She identifies six such levels of function.

1. *Professional and managerial - independent responsibility.* This level includes innovators and creators and top managerial and administrative people with independent responsibility. Suggested criteria for this group include: (a) important, independent, varied responsibility; (b) policy making; (c) education, when relevant, at the doctoral level.

2. *Professional and managerial - other.* At this level responsibility is generally narrower and less significant. Suggested criteria include: (a) medium-level responsibility; (b) policy interpretation; (c) education at or above bachelor level, but below the doctorate or its equivalent.

3. *Semiprofessional and small business.* This level is based on the following criteria: (a) low-level responsibility for others; (b) application of policy or determination for self only; (c) education at high school plus technical school level.

4. *Skilled.* This level requires apprenticeship or other similar special training or experience.

5. *Semiskilled.* These occupations require some training and experience, but markedly less than those at level 4. There is much less independence permitted at level 5.

6. *Unskilled:* These occupations require no special training or education and not much more ability than that needed to follow simple directions and to engage in simple repetitive actions.

Table 6.4 illustrates the use of Roe's two dimensional classifications. An empty cell suggests that there is no occupation that fits that level and group.

ACT System. Another two-dimensional plan has been developed by the American College Testing Program. It uses bipolar dimensions including sets of data/ideas and people/things to construct a "map" on which occupational groups can be plotted. The basic work tasks in the data part of the data/ideas dimensions consist of *impersonal* processes such as recording, verifying, transmitting, and organizing facts or data, while those in the ideas part consist of *intrapersonal* processes such as creating, discovering, interpreting, and synthesizing ideas, abstractions theories, or knowledge. The work tasks associated with the people part of the people/things dimension consist of *interpersonal* processes such as helping, informing, serving, persuading, entertaining, motivating, and directing changes in people's behavior, while those associated with things involve *nonpersonal* processes such as producing, transporting, servicing, and repairing. Figure 6.1 shows occupations primarily involving contact with people and data opposite occupations primarily involving contact with things and ideas.

The map has been divided into thirteen regions. Twelve of these represent equal sectors of the circle. The thirteenth is a central area (Region 99) unrelated to the bipolar dimensions. Each cluster really occupies an area, not a specific point. Many job families may overlap into an adjacent region: for example, marketing and sales occupations involve both people and data; engineering and related technologies might require working with both ideas and things. Figure 6.2 presents the ACT Job Family List. It gives the occupations related to one another in the regions.

Closely related to the World-of-Work Map is the Map of College Majors, also developed by the American College Testing Program. Although the map is designed to be used by students who take the ACT interest inventory, it shows, for example, that accounting deals with data and things, English with people and ideas, and chemistry with ideas and things.

Two-dimensional classification systems such as Roe's may be useful to you in these ways when you are studying occupations.

1. They help you understand the scope and interrelationships of occupations in the work world. Roe's system suggest that there is order among the 25,000 different ways of earning one's living.

2. The horizontal dimension - the eight broad areas of work (listed across the chart) - points up several characteristics of what people do, how they do it, and where they do it. You can compare your interests with the activities described in the eight areas.

3. The vertical dimension - the six levels of function (listed down the chart) - shows how much schooling, ability, or responsibility is needed for jobs in which you are interested.

4. You can see how occupations differ in some ways and are alike in others.

Figure 6.1 World-of-work map

Note: Arrows by a career family show that work tasks often heavily involve *both* the areas of People and Things (arrows going across) or Data and Ideas (arrows going up and down).

SOURCE: American College Testing Program (1983), *The ACT Assessment Counselor's Handbook* (Iowa City: American College Testing Program), p.16.

FIGURE 6.2 ACT job family list

BUSINESS CONTACT JOB CLUSTER

A. MARKETING AND SALES JOB FAMILY
Sales workers in stores; route drivers (milk, etc.); buyers; travel agents; sales workers who visit customers (real estate and insurance agents; stock brokers; farm products, office, and medical supplies sales workers)

B. MANAGEMENT AND PLANNING JOB FAMILY
Store, motel, restaurant, and agribusiness managers; office supervisors; purchasing agents; managers in large business; recreation/parks managers; medical records administrators; urban planners.

BUSINESS OPERATIONS JOB CLUSTER

C. RECORDS AND COMMUNICATIONS
Office, library, hotel, and postal clerks; receptionists; computer tape librarians; office, medical, and legal secretaries; court reporters; medical record technicians

D. FINANCIAL TRANSACTIONS
Bookkeepers; accountants; grocery check-out clerks; bank tellers; ticket agents; insurance underwriters; financial analysts

E. STORAGE AND DISPATCHING
Shipping and receiving clerks; mail carriers; truck, cab, and airline dispatchers; cargo agents; air traffic controllers

F. BUSINESS MACHINE/COMPUTER OPERATION
Computer console, printer, etc., operators; office machine operators; typists; word processing equipment operators; statistical clerks

TECHNICAL JOB CLUSTER

G. VEHICLE OPERATION AND REPAIR
Bus, truck, and cab drivers; auto, bus and airplane mechanics; forklift operators; merchant marine officers; airplane pilots

H. CONSTRUCTION AND MAINTENANCE
Carpenters; electricians; painters; custodians (janitors); bricklayers; sheet metal workers; bulldozer and crane operators; building inspectors.

I. AGRICULTURE AND NATURAL RESOURCES
Farmers; foresters; ranchers; landscape gardeners; tree surgeons; plant nursery workers; pet shop attendants.

J. CRAFTS AND RELATED SERVICES
Cooks; meatcutters; bakers; shoe repairers; piano/organ tuners; tailors; jewelers

K. HOME/BUSINESS EQUIPMENT REPAIR
Repairers of TV sets, appliances, typewriters, telephones, heating systems, photocopiers, etc.

L. INDUSTRIAL EQUIPMENT OPERATION AND REPAIR
Machinists; printers; sewing machine operators; welders; industrial machinery repairers; production painters; laborers and machine operators in factories, mines, etc.; firefighters

SCIENCE JOB CLUSTER

M. ENGINEERING AND OTHER APPLIED TECHNOLOGIES
Engineers and engineering technicians in various fields; biological and chemical lab technicians; computer programmers; computer sevice technicians; drafters; surveyors; technical illustrators; food technologists

N. MEDICAL SPECIALTIES AND TECHNOLOGIES
Dental hygienists; EEG and EKG technicians; opticians; prosthetics technicians; X-ray technologists; medical technologists; dentists; optometrists; pharmacists; veterinarians

O. NATURAL SCIENCES AND MATHEMATICS
Agronomists; biologists; chemists; ecologists; geographers; horticulturists; mathematicians; physicists; soil scientists

P. SOCIAL SCIENCES
Marketing research analysts; anthropologists; economists; political scientists; psychologists; sociologists

ARTS JOB CLUSTER

Q. APPLIED ARTS (VISUAL)
Floral designers; merchandise displayers; commercial artists; fashion designers; photographers; interior designers; architects; landscape architects

R. CREATIVE/PERFOMING ARTS
Entertainers (comedians, etc.); actors/actresses; dancers; musicians, singers; composers; writers; art, music, etc. teachers

S. APPLIED ARTS (WRITTEN AND SPOKEN)
Advertising copywriters; disk jockeys; legal assistants; advertising account executives; intepreters; reporters; public relations workers; lawyers; librarians; technical writers

SOCIAL SERVICE JOB CLUSTER

T.GENERAL HEALTH CARE
Nursing aides; orderlies; dental assistants; licensed practical nurses; physical therapy assistants; registered nurses; dieticians;occupational therapists; physicians; speech pathologists

U. EDUCATIONAL AND RELATED SERVICES
Teacher aides; preschool teachers; athletic coaches; college teachers; guidance/career/etc., counselors; elementary and secondary school teachers; special education teachers

V. SOCIAL AND GOVERNMENT SERVICES
Security guards; recreation leaders; police officers; health/safety/food/etc. inspectors; child welfare workers; home economists; rehabilitation counselors; sanitarians; social workers

W. PERSONAL/CUSTOMER SERVICES
Grocery baggers; bellhops; flight attendants (stewards, stewardesses); waitresses and waiters; cosmetologists (beauticians); barbers; butlers and maids

SOURCE: American College Testing Program (1983), *Counselor's Manual: Career Planning Program* (Iowa City: American College Testing Program), p. 4.

TABLE 6.4 Roe's two-way classification of occupations

	GROUP			
Level	I. Service	II. Business Contact	III. Organization	IV. Technology
1	Personal therapists Social work supervisors Counselors	Promoters	United States President and Cabinet officers Industrial tycoons International bankers	Inventive geniuses Consulting or chief engineers Ships' commanders
2	Social workers Occupational therapists Probation, truant officers (with training	Promoters Public relations counselors	Certified public accountants Business and government executives Union officials Brokers, average	Applied scientists Factory managers Ships' officers Engineers
3	YMCA officials Detectives, police sergeants Welfare workers City inspectors	Salespeople; auto, bond, insurance, etc. Dealers, retail and wholesale Confidence men	Accountants, average Employment managers Owners, catering, drycleaning, etc.	Aviators Contractors Forepersons (DOT 1) Radio operators
4	Barbers Chefs Practical nurses Police officers	Auctioneers Buyers (DOT 1) House canvassers Interviewers, pull	Cashiers Clerks, credit, express, etc. Forepersons, warehouse Salesclerks	Blacksmiths Electricians Forepersons (DOT II) Mechanics, average
5	Taxi drivers General houseworkers Waiters City firefighters	Peddlers	Clerks, file, stock, etc. Notaries Runners Typists	Bulldozer operators Delivery people Smelter workers Truck drivers
6	Chambermaids Hospital attendants Elevator operators Building guards		Office messengers	Helpers Laborers Wrappers Yard workers

SOURCE: From Anne Roe (1956), *The Psychology of Occupations* (New York: John Wiley and Sons), p. 151.

Level	Group			
	V. Outdoor	VI. Science	VII. General cultural	VIII. Arts and entertainment
1	Consulting specialists	Research scientists University, college faculties Medical specialists Museum curators	Supreme Court Justices University, college faculties Prophets Scholars	Creative artists Performers, great Teachers, university equivalent Museum curators
2	Applied scientists Landowners and operators, large Landscape architects	Scientists, semi-independent Nurses Pharmacists Veterinarians	Editors Teachers, high school and elemeatary	Athletes Art critics Designers Music arrangers
3	County agents Farm owners Forest rangers Fish, game wardens	Technicians, medical, X-ray, museum Weather observers Chiropractors	Justices of the Peace Radio announcers Reporters Librarians	Ad writers Designers Interior decorators Showpeople
4	Laboratory testers, dairy products, etc. Miners Oil well drillers	Technical assistants	Law clerks	Advertising artists Decorators, window, Photographers Racing car drivers
5	Gardeners Farm tenants Teamsters, cow-punchers	Veterinary hospital attendants		Illustrators, greeting cards Showcard writers Stagehands
6	Dairy hands Farm laborers Lumberjacks	Nontechnical helpers in scientific organization		

SESSION IV

Goals: To provide values clarification in order to introduce risk-tasking strategies and stimulate the decision-making process.
To introduce career and educational information resources and researching techniques and to initiate the job search.

Objectives: Workshop participants will:

1. Explore their values, risk-taking behaviors and decision making styles.

2. Begin to research their career options by becoming familiar with and using career and educational information resources.

3. Begin constructing their resumes.

SESSION IV OUTLINE

Activities

1. Review thoughts about last session and discuss occupational daydreams, Holland's codes, and career goals (10 minutes)

2. Book Reviews and group discussion (10 minutes)

3. Values Auction (45 minutes)

4. Group discussion about how values influence decisions and how important it is in making decisions to understand values (10 minutes)

5. Visit to the Career and Educational Library (20 minutes)

6. Initiate Job Hunt (20 minutes)

7. Assign the "Strengths" exercise (5 minutes)

8. Distribute handouts

Materials

For use during Session IV

A. Values Auction Worksheet

B. Decision Making Worksheets

C. Career Exploration Worksheet

D. "How To Use the Dictionary of Occupational Titles"[1]

E. Information Interview

F. "Writing Your Resume"/Write A Resume That Gets A Job

G. Action verbs, phrases, titles

H. Sample resumes: chronological and functional

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[1]Adapted from Bruce Shertzer, Career Planning: The Freedom to Choose, Boston: Houghton Miffling, 1986.

Handouts

For discussion at next session or for clients' information

A. Identify Your Strengths

B. You Can Use Your Volunteering Experience to Get a Paying Job

C. Networking/Ways To Use Connections

SESSION IV ACTIVITIES

Activity 1. Review thoughts about last session and discuss career goals and results from self-exploration. Time: 10 minutes

Activity 2. Book Reviews Time: 10 minutes

Activity 3. The Values Auction[2] Time: 45 minutes

Explanation

At this point in the workshop, group members have gained some self-awareness and should be considering various career alternatives. The Values Auction helps them clarify their values, analyze their priorities and develop logical risk-taking strategies. You may want to change, add or eliminate items which are not relevant or seem out of date for your group.

Counselors Instructions

1. Distribute the "Values Auction". (Counselor has choice of using either Values Auction, Material A-1 or A-2.)

2. Introduce the exercise as an auction in which each group member has an hypothetical $1,000 to spend on any or all of the items listed. Explain that you will give them time to read the list of items to be auctioned, and to decide which items they want to bid for.

Explain that the budgeted column can be used to keep a record of how much money they are willing to spend for the items they wish to buy. Point out that they are not required to spend all of the $1,000; that they may change their budgets as the auction progresses; but that they cannot spend more than the $1,000 allotted for the exercises.

3. Allow 5 minutes for the group members to make their choices.

4. Begin the auction by assuming the role of auctioneer. Open by offering item #1, depending on which Values Auction you are using.

Use the words and mannerisms of an auctioneer.

You can say:

> "To be acknowledged as the most attractive person by everyone you know is now on the auction block. Do I have a bid?"

Recognize each bid by repeating the amount offered. Allow for as many bids as people want to make. Be sure you remain neutral about the bidders and the items bid for.

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[2]Adapted from: James P. McHolland. Human Potential Seminar: Advanced Guide-Handbook. Illinois: National Center for Human Potential, 1976, p. 8.

When the bidding for an item subsides you can say:

"Going once, going twice. . ." Pause.

If there are no more bids, say:

"Going, going, gone!"

Identify the person who won the item; repeat the name of the item and price it went for.

5. Record the name of the person who wins each item and the amount on your own Values Auction blank. Explain that you are keeping a record of the auction so that you can help the group members process the exercise later. Point out that people can take their auctions worksheets home to study at leisure.

6. Go on to the next item to be auctioned. Keep the pace up. This exercise should be exciting. Avoid making judgmental remarks about any items or any of the group members' behavior.

Process

The value of the auction depends on how it is processed later. It is important for the group members to relate their behavior during the auction to the way they behave in real life. Your role is to help them understand how and why they won some of the items they wanted and lost others. Reflecting on their behavior during the auction can help them evaluate their risk-taking behavior in real life. You need to remain non-judgmental about the items. The issues are what the clients value, as well as their method of deciding what they value and how to get it. How much time, effort and money are they willing to invest to get what they want?

You can begin by asking:

"How did you feel about what you won?"
"How do you feel about what you did not win?"
"Why do you think you did not win what you wanted?"
"What similarities do you see between your behavior in this auction and your behavior in real life?"
"How would you change your strategy if we had the auction again?"

Always try to link group members' thoughts about their behavior during the auction with their real life behavior.

Identify the value categories that are represented in the values auction. . .to help participants gain insight into their own values (identified in this exercise). Stress the importance of understanding values for good career decision-making. Relate values from this exercise to work values.

Provide closure by suggesting that they reflect before the next session on what they have won, what they lost, why and how they would change their behavior in a future auction--or in real life; and on establishing values priorities. Suggest that they discuss their thoughts with others.

Activity 4. Values Discussion and Decision Making Time: 10 minutes

Discuss Values handout. Have participants discuss the two lists of Terminal Values and Instrumental Values. Have them discuss their priorities in terms of values and relate that to the auction exercise.

Discuss the Decision Making handout and the role values play in the decision making process. Focus on the steps in decision making and help participants understand that they can learn to become more effective decision makers by following the steps. Distribute the Decision Making Worsheets (Parts I and II) and ask participants to complete for next session.

Activity 5. Visit Career and Educational Resource Center

Time: 20 minutes

Explanation

No one can plan a career without appropriate information. Generally, people who seek career counseling are not aware of the fund of information available or do not know how to get it. A career development program must have access to a career and educational information center, either by making arrangements with a library or by establishing a center of its own. The center should contain books, periodicals, directories and other matierals for adults who are in career transition or are going back to school.

Counselor Instructions

1. Visit the resource center as a group.
2. A librarian or other staff member should describe the information available in the center and explain how to use it.
3. If no resource center staff member is available, you can conduct the visit yourself.
4. Use the Career Exploration Worksheet as a guide with participants.

Process

Encourage clients to gather information about helping them understand more about the occupations that interest them. By this time in the workshop most participants have identified some career they want to explore. For the participants who have not identified careers to explore, now is the time to encourage them to use the resources in the center to identify possible career choices. Point out that the ability to make realistic career decisions increases with knowledge of the options available. Participants should be directed to investigate several career clusters and learn about various occupations. Materials such as the Occupational Outlook Handbook, educational directories and occupational files should be introduced and explained. The visit to the resource center can reinforce an important theme: that it is possible to experiment with new ideas and new career goals at any point in life.

Distribute the Career Exploration Worksheet and explain that most occupational information is organized according to the areas on the sheet. Suggest that the participants use this worksheet for each occupation they research. Discuss each area with the group, and then let them begin to use the materials with your assistance. Emphasize that researching career and educational information can take time and encourage the participants to use the career resource center at other times. Most public libraries have occupational information and participants should be encouraged to continue their research, even after the workshop.

Activity 6. Initiation of the Job Hunt

Time: 20 minutes

OBJECTIVE: To initiate the Job Hunt by assigning first rough draft of resume

Explanation

The Job Hunt involves many issues, activities and materials. Plan carefully how you will deal with them. Some topics will be self-contained in one session, while other will extend to another session. Unless you stick to a well-thought-out plan, individuals' anxieties about the Job Hunt can easily divert you from the methodical delivery of job-hunting techniques that is integral to the goals of the seminar.

Counselor Instructions

Introduce the Job Hunt by discussing the development of a resume. Point out that prospective employers use resumes to find out about job applicants' background, experiences and education. Distribute "Write a Resume that Gets the Job" and "Some Action Words and Phrases to Use with Resumes Clustered According to Function," and the Sample Resumes. Explain that writing a resume is a three step process and you want to get them started now so that they will have a complete resume at the end of the seminar. Job applications should realize that a resume is only an outline and that a cover letter must accompany it. It is as important to write an effective cover letter with an effective resume. Explain that you will discuss cover letters later on.

A resume should be thought of as an advertisement for oneself. It should contain nothing negative. It should supply information about one's experiences and present a creative picture of one's potential. Even if one is not job-hunting, it is a good exercise to establish one's self-image on paper.

Begin the three-step process by explaining the steps. In *Step 1* they will work up the first rough draft by brainstorming about what to include. *Step 2* is the development of the second draft, focusing on the design and editing of the content. *Step 3* is the completion of the third and final edited draft.

Resume Writing

Assign a first rough draft of the resume for the next session. Tell group members to conduct their individual brainstorms, compiling as complete a list as they can about their experiences. Remind them to include everything about education or work. Suggest that they then put the items into categories such as work experiences, (paid and/or unpaid), community experiences (volunteer), education, skills, honors, publications, interests (hobbies) or personal data, if appropriate.

Advise them to read "Write a Resume that Gets a Job" and the sample resumes for ideas about content and design. Point out that "Some Action Words and Phrases to Use with Resumes Clustered According to Function" is useful for describing experiences and skills. Make clear that the first draft is a rough one. It need not be typed or laid out in any particular form. Explain that you will help them at the next session with the next step in developing their resumes.

Activity 7. Assign the "Strengths" Exercise Time: 5 minutes

Distribute "Identify Your Strengths". Go over the instructions to be sure everyone understands how to proceed. Explain that you will discuss the results at the next session.

Activity 8. Distribute handouts

1. Resource interviews for career information
2. "You Can Use Your Volunteer Experience to Get a Paying Job"
3. "Strengths" Handout

PERSONAL VALUES

ITEMS TO BE AUCTIONED

		Budgeted	Bid	Won
1.	To know the meaning of life			
2.	To have an exciting love life			
3.	A home for you and loved ones overlooking the most beautiful view in the world			
4.	An exciting and challenging life			
5.	The perfect family life			
6.	To live to 100 with no illness			
7.	A totally complete private library			
8.	To be the best in your chosen vocation			
9.	To be the best sports player in the country			
10.	Unlimited travel and tickets to any event			
11.	The love and admiration of most people			
12.	Physical beauty and unlimited wardrobe			
13.	A chance to do your own thing with no hassling			
14.	To be the wisest person and make only the right decision			
15.	A room full of $10 bills			
16.	To control the destinies of one million people			
17.	To be close to God			
18.	To own an all-wise computer			
19.	A chance to serve the sick and needy			
20.	To be the model houseperson, parent and entertainer			
21.	To become a famous person			
22.	To become a recognized social leader			
23.	A chance to eliminate prejudice in the world			
24.	To be President of the United States			
25.	Complete inner harmony			
26.	Daily massage and world's finest foods for a year			

VALUES AUCTION *

Items For Sale	*Amount You Budgeted*	*Highest Amount You Bid*	*Items You Won*	*Values Associated with Items*
1. To be acknowledged as the most attractive person by everyone you know.				
2. A long life without illness.				
3. To know all about yourself and who you are, for certain.				
4. To be the richest person in the world.				
5. An opportunity to direct the destiny of the nation or of an organization.				
6. A satisfying, loving marriage and a happy, fulfilling family life.				
7. To live with the greatest figure of your religious faith.				
8. Travel and tickets to any concert, play, ballet, or sports event as often as you wish.				
9. A world fre of prejudice and unfairness.				
10. Outstanding service to the poor and the sick.				
11. The opportunity to do what you want, when you want to do it.				
12. A beautiful home with a fabulous scenic view.				
13. To know the meaning of life.				
14. Mastery and success in your chosen occupation.				
15. A learning center with all the books, computers and learning aids provided for your private use.				
16. A world where people give and receive love freely.				
17. A world without lying, cheating or graft.				
18. The world's best food from the world's best chef for the rest of your life.				
19. An opportunity to set your own working conditions on every job.				
20. A pleasing personality and assurance that you are well liked by everyone you meet.				
21. International fame and popularity.				
22. A long vacation with nothing to do but enjoy yourself.				

* Adapted from *Human Potential Seminars: Participants Handbook*, by J. D. McHolland and R. W. Trueblood (1972), Kendall College Press and A. J.Peterson, with the cooperation of B. B. Sharp, L. Hall, and W. J. Thomas, *Leader's Guide: Motivation Advance Program* (1972), The W. Clement & Jessie V. Stone Foundation. Reprinted by permission from the W. Clement & Jessie V. Stone Foundation, Chicago.

VALUES ASSOCIATED WITH EACH ITEM IN THE VALUES AUCTION

ITEM	*VALUES*
1. To be acknowledged as the most attractive by everyone you know.	Physical appearance, recognition, status, prestige, self-esteem.
2. A long life without illness.	Health.
3. To know all about yourself and who you are, for certain.	Wisdom, self-knowledge, emotional well-being
4. To be the richest person in the world.	Wealth, pleasure, a comfortable life, influence, material possessions.
5. An opportunity to direct the destiny of the nation or of an organization.	Power, national security, altruism, recognition, ambition, responsibility.
6. A satisfying, loving marriage and a happy, fulfilling family life.	Family security, love, happiness, altruism, loyalty, morality.
7. To live with the greatest figure of your religious faith.	Religion, salvation, wisdom, justice, emotional well-being, power, love.
8. Travel and tickets to any concert, play, ballet, or sports event any time.	Pleasure, exciting life, aesthetics, knowledge, travel, creativity, variety.
9. A world free of prejudice and unfairness.	Justice, equality, broad-mindedness, forgiveness, altruism.
10. Outstanding service to the poor and the sick.	Altruism, love, morality, health, helpfulness, inner harmony, justice.
11. The opportunity to do what you want, when you want do do it.	Autonomy, independence, freedom, skill, power, pleasure.
12. A beautiful home with a fabulous scenic view.	Aesthetics, beauty, pleasure, wealth, prestige, a comfortable life.
13. To know the meaning of life.	Wisdom, knowledge, intelligence.
14. Mastery and success in your chosen occupation.	Achievement, skill, knowledge, self-respect, recognition, accomplishment.
15. A learning center with all the books, computers, and learning aids provided for your private use.	Knowledge, intelligence, books, creativity, logic, an exciting life, intellectual stimulation, variety.
16. A world where people give and receive love freely.	Love, altruism, emotional well-being, friendship, courtesy, self-respect.
17. A world without lying or cheating.	Honesty, morality, justice, peace, harmony.
18. The best food from the world's best chef for the rest of your life.	Pleasure, health, a comfortable life, happiness.
19. An opportunity to set your own working conditions on every job.	Autonomy, freedom, power, independence health, pleasure.
20. A pleasing personality and assurance that you are well liked by everyone you meet.	Social recognition, popularity, friendship, social approval, cheerfulness.
21. International fame and popularity.	Recognition, power, popularity.
22. A long vacation with nothing to do but enjoy yourself.	Pleasure, health, relaxation, leisure, a comfortable life.

DECISION-MAKING WORKSHEET: Part I

I. Decision you would like to make:

II. Barriers keeping you from acting:

III. Steps to be taken to remove or reduce the barriers:

IV. Plan a course of action

V. Take action on your plan

VI. Analyze and evaluate the results

DECISION-MAKING WORKSHEET: Part II

1. Remember one of the most difficult decisions you have had to make:

2. How did you make the decision you came to?

3. Were you satisfied with the outcome?

4. If you had used the decision-making model, would your decision have been different?

CAREER EXPLORATION WORKSHEET

This worksheet is designed to help you explore a career you are interested in. Use the Occupational Outlook or any other resource available to answer each question.

1. What career are you exploring? _____

2. What is the *Nature of Work* in this career? (For example, what does someone actually do?)

3. What are the *Working Conditions*? (For example, place, hours)

4. What are the *Places of Employment*? (For example, geographic location, type of industries)

5. What *Training and Other Qualifications* do you need to enter? (For example, licenses, education, and requirements for advancement)

6. What is the *Employment Outlook*? (For example, what is the job market?)

7. What are the *Earnings*? (Salary range)

8. What are *Related Occupations* to the one you are exploring?

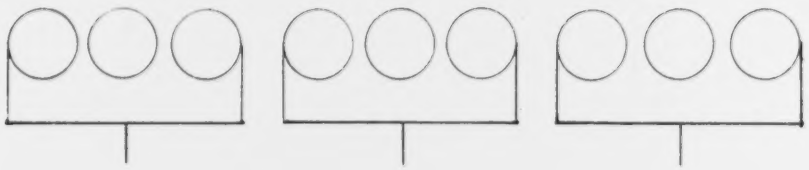
9. What are *Sources of Additional Information*?

HOW TO USE THE DICTIONARY OF OCCUPATIONAL TITLES

The Dictionary of Occupational Titles. This classification system, developed by the Department of Labor, is widely used for filing occupational or career materials. Its groupings are based on several of the ideas already described. Commonly called The DOT, it provides a method for relating beginning jobs with positions available to experienced workers in the same field, a method for identifying workers whose skills and abilities are similar to those needed in occupations where there is a shortage of workers, and a brief description of each occupation built on job-analysis reports.

The fourth edition of the DOT, the 1977 volume, can be found in many college counseling centers, in large libraries, in state employment offices, and other places The complete DOT coding system consists of nine digits. The three to the left of the decimal point identify the occupational group; the three immediately after the decimal point show the worker functions, the level of complexity of a specific job; and the last three digits indicate the alphabetical order of titles within six-digit code groups, differentiating one occupation from another. Figure 6.4 illustrates the coding system.

FIGURE 6.4 DOT coding system



Occupational groups | Worker functions | Alphabetical order

Occupational groupings are coded as follows:

0/1	Professional, technical, and managerial
2	Clerical and sales
3	Service
4	Agriculture, fishery, forestry, and related occupations
5	Processing
6	Machine trades
7	Bench work
8	Structural work
9	Miscellaneous

Each of these major categories is subdivided into what are called two-digit occupational divisions by adding a number in the second position. Some eighty-two divisions are listed in the DOT, ranging from six in the farming area to fifteen in the professional, technical, and managerial area. The two-digit divisions are as follows:

Professinal, technical, and managerial occupations:

00 01	Occupations in architecture, engineering, and surveying
02	Occupations in mathematics and physical sciences
04	Occupations inn life sciences
05	Occupations in social sciences
07	Occupations in medicine and health
09	Occupations in education
10	Occupations in museum, library, and archival sciences
11	Occupations in law and jurisprudence
12	Occupations in religion and theology
13	Occupations in writing
14	Occupations in art
15	Occupations in entertainment and recreation
16	Occupations in administrative specializations
18	Managers and officials n.e.c. (not elsewhere classified)
19	Miscellaneous professional, technical, and managerial occupations

Clerical and sales occupations:

20	Stenography, typing, filing, and related occupations
21	Computing and account-recording occupations
22	Production and stock clerks, and related occupations
23	Information-and message-distribution occupations
24	Miscellaneous clerical occupations
25	Sales occupations, services
26	Sales occupations, consumable commodities
27	Sales occupations, commodities, n.e.c.
29	Miscellaneous sales occupations

Service occupations:

30	Domestic service occupations
31	Food and beverage preparation and service occupations
32	Lodging and related service occupations
33	Barbering, cosmetology, and related service occupations
34	Amusement and recreation service occupations

35 Miscellaneous personal service occupations

36 Apparel and furnishing service occupations

37 Protective service occupations

38 Building and related service occupations

Agriculture, fishery, forestry and related occupations:

40 Plant farming occupations

41 Animal farming occupations

42 Miscellaneous agriculture and related occupations

44 Fishery and related occupations

45 Forestry occupations

46 Hunting, trapping, and related occupations

Processing occupations:

50 Occupations in processing of metal

51 Ore refining and foundry occupations

52 Occupations in processing of food, tobacco, and related products

53 Occupations in processing of paper and related materials

54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products

55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products

56 Occupations in processing of wood and wood products

57 Occupations in processing of stone, clay, glass, and related products

58 Occupations in processing of leather, textiles, and related products

59 Processing occupations n.e.c.

Machine trades occupations:

60 Metal machining occupations

61 Metal working occupations n.e.c.

62
63 Mechanics and machinery repairers

64 Paperworking occupations

65 Printing occupations

66 Wood machining occupations

67 Occupations in machining stone, clay, glass, and related materials

68 Textile occupations

69 Machine trades occupations n.e.c.

Bench work occupations:

70 Occupations in fabrication, assembly, and repair of metal products n.e.c.

71 Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products

72 Occupations in assembly and repair of electrical equipment

73 Occupations in fabrication and repair of products made from assorted materials

74 Painting, decorating, and related occupations

75 Occupations in fabrication and repair of plastics, synthetics, rubber and related products

76 Occupations in fabrication and repair of wood products

77 Occupations in fabrication and repair of sand, stone, clay, and glass products

78 Occupations in fabrication and repair of textile, leather, and related products

79 Bench work occupations n.e.c.

Structural work occupations:

80 Occupations in metal fabricating n.e.c.

81 Welders, cutters, and related occupations

82 Electrical assembling, installing, and repairing occupations

84 Painting, plastering, waterproofing, cementing, and related occupations

85 Excavating, grading, paving, and related occupations

86 Construction occupations n.e.c.

89 Structural work occupations n.e.c.

Miscellaneous occupations:

90 Motor freight ocupations

91 Transportation ocupations n.e.c.

92 Packaging and materials handling occupations

93 Occupations in extraction of minerals

95 Occupations in producing and distribution of utilities

96 Amusement, recreation, motion picture, radio, and television occupations n.e.c.

97 Occupations in graphic art

The two-digit occupational divisions are again subdivided by adding another digit in the third position. There are slightly over six hundred of these occupational categories. Here is a sample:

20 Stenography, typing, filing, and related occupations:

- 201 Secretaries
- 202 Stenographers
- 203 Typists and typewriting-machine operators
- 205 Interviewing clerks
- 206 File clerks
- 207 Duplicating-machine operators and tenders
- 208 Mailing clerks and miscellaneous office-machine operators
- 209 Stenography, typing, filing, and related occupations n.e.c.

The DOT system also gives information about *worker functions*, or the skills involved, in an occupation. The systm assumes that every job is somewhat involved with instructions and information (data), with either they public or supervisors and fellow workers (people), and with materials, equipment, or products (things). Worker functions range from complex to simple, as follows:

Data	*People*	*Things*
0 Synthesizing	0 Montoring	0 Setting up
1 Coordinating	1 Negotiating	1 Precision working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Coppying	5 Persuading	5 Tending
6 Comparing	6 Speaking, signaling	6 Feeding-Off-bearing
7 Serving	7 Handling	
	8 Taking instructions-Helping	

These functions are arranged so that as the numbers go up, the level of complexity goes down. The middle three digits of a DOT code number consist of one digit from each of the worker functions. These digits are shown to the right of the decimal point. The first digit after the decimal point represents the relationship to data, the second to people, and the third to things. Thus a code number with the middle digits .081 describes an occupation that demands the highest level of complexity in working with data, little relationship to people, and the next-to-highest leel of complexity in dealing with things. Examples of such work are art, engineering research and design, and scientific research. All code numbers end in a comparable sequence of digits.

In sumary, the complete DOT coding system consists of nine digits. For example, a "cracker sprayer" in a bakery has a code of 524.6785-018. The three digits to the left of the decimal point identify the occupational group. The first

digit (5) refers to processing occupations, the second digit (2) indicates the particular division within the occupation (processing food, tobacco, and related products), and the third digit (4) defines the occupational group within the division (coating, icing, decorating, and related occupations). The middle three digits are the ratings of worker functions in the tasks performed in the occupation. Each job requires a worker to function to some degree in relation to data, people, and things. The first of the middle three digits (6) suggests that the worker's relationship with data is that of comparing, the fifth digit (8) refers to the worker's relating to people by taking instructions and helping others, and the sixth digit (5) indicates that the worker's relationship to things is that of tending. The last set of three digits indicates the alphabetical order of titles within the six-digit code groups, differentiating each occupation from the others. Some occupations can have the same first six digits, but not two can have the same nine digits.

The DOT systm can be useful in the following ways when you explore occupations:

1. It can help you understand the structure of work. Every student has acquired some information about occupations, and DOT can add to this knowledge. It is particularly helpful, in exploring occupations, to think of their data-people-things relationships, the middle three digits of the code.

2. It can help you understand relationships between occupations. By paying attention to the occupational group, you can see the various avenues that lead from one occupation to another. The occupational group relates to the "field" concept of occupations; worker functions clearly show a "level" approach to occupations. You can plot and study promotional routes and transfer lines.

3. It can give you a general idea of what the worker does in an occupation and the conditions under which the work is done.

INFORMATION INTERVIEW

"..everybody with a normal vanity quotient loves to be interviewed for information in his/her field. Do you know anyone who doesn't like to give advice?"

- R. Irish, Go Hire Yourself an Employer

Who can I talk to to find out the ins and outs of successfully pursuing a career in my field of interest? Where can I get the most acurate information about this field and what goes on in it? THE BEST CAREER INFORMATION COMES FROM PEOPLE WHO ARE ACTIVE AND SUCCESSFUL AND KNOWLEDGEABLE IN YOUR FIELD OF INTEREST. INTERVIEW THEM!

But - you object - I can't expect these important people to give *me* their time!

Please re-read the quotation above and remember four things:

1. *You are not asking for a job.* You are simply asking for information.

2. *You have the right, and a responsibility to yourself,* to seek advice and information from those who can best help you.

3. The most effective action you can take in behalf of yourself is to *develop mentors*. Mentors are people, expert in your field who can advise yo and keep you in touch with opportunities. You will also need to *develop professional contacts* - people in, or related to, your field who help each other out professionally by exchanging information about what's going on.

4. *Because you are interviewing them, you are in charge and they can relax.* You ask the questions. They can lean back and talk to their heart's content, and they will!

HOW DO I FIND OUT WHO THESE PEOPLE ARE? Ask. Ask, "Do you know anyone who . . . (is knowledgeable about, or is an expert in, or I can talk to about _____ [field or occupation])?" Then ask, "May I use your name?"

Another way. READ

HOW CAN I CONDUCT THESE INFORMATION INTERVIEWS MOST EFFECTIVELY?

1. PREPARE. Inform yourself about the field, the organization, and the person you will be interviewing.

2. Prepare a list of the questions you want to ask, and some that you know will be interesting to answer.

3. PRACTICE. Review the Phone Call and the Information Interview Rating Sheet. Practice interviewing people for information. You'll find that people really like to talk about themselves and their work.

4. EXPRESS INTEREST, listen, show enthusiasm, appreciation. See Tips for Effective Interviewing.

WRITE A RESUME THAT GETS THE JOB

A personal advertisement . . . a condensed self-analysis . . . a ledger of your accomplishments . . . the paper you. That's what a job resume has been called. As such it's a key part of landing a job. Its purpose is to get you job interviews. To do that, it must attract the attention of prospective employers and interest them in what you have to offer as a potential employee.

"It used to be that people were hired for some jobs by word of mouth," said an employment counselor recently. "Now employers want a resume on everybody from the janitor to the chairman of the board."

Your resume is one of the first things you should get in order when you decide to look for a new job. You'll want to include a copy with every job-hunting letter you mail and with every answer to a want ad. You should have copies available for job interviewers and employment agency counselors. It's also a smart idea to give copies to friends and associates, and people you've asked to be your references to bring them up-to-date on your job goals and qualifications so they can help you hunt.

Organizing Your Story

A resume is not a full-fledged autobiography but a shorthand sketch aimed at getting your foot in the door. If it works, you'll have time later, in a personal interview, to go into detail about your background. The shape your resume takes will depend to some extent on your own experience and qualifications and the sort of job you are looking for. But there are some basic elements that every resume should contain. Present them in a simple, uncluttered, eye-pleasing outline form.

Three drafts are usually necessary in order to develop a satisfactory final resume.

Your first rough draft should be nothing more than a "brain-storming" of all the things you've ever done. List as completely as you can all the jobs you have ever held by role you played, where you did it and when. Include paid work as well as community and volunteer activities. Also record interests, hobbies and skills such as tennis, foreign language proficiency, typing, etc. Include your education. If you have any college background, you do not need to mention your high school education.

The second draft of your resume should be used to fit your experience into outline form and into a format that you believe is appropriate for you. A more expansive description of your duties, responsibilities and the scope of your experience should be provided. Using action words and phrases, elaborate on the experiences you listed in your first draft. At this point, you can decide if a chronological or functional resume is suitable for you. Type your second draft if you can, so that you can see how much room it takes and so that you can design it with regard to open spaces and points of emphasis and in order to edit it.

The third and final draft (in some, additional drafts may be necessary) can be prepared. Take great care that your spelling is correct, that no typos are present and the copy is neat and clean. If necessary, use the services of a professional typist. It can then be photocopied on to bond paper or it can be offset. Do not reproduce a large number of copies unless you are immediately embarking on a massive job hunt. Your resume is only current for a few months, it should be updated with your most recent experience for each job application.

Identification

Right up at the top (either in the middle or in the right hand top corner) put your name, address and telephone number (office as well as home phone if you can take job calls at work).

Your Objective or Career Goal

It is not necessary to include this section. You may be boxing yourself in. You could leave a blank space (3 lines) if you wish so that you can include a career goal matched to the opening for which you are applying. Handle this carefully. However, if you include it, and are too specific, you could rule yourself out for related jobs you'd actually want to consider. If you are ague about what you want to do, an employer might not want to bother to try to figure out where he could use you.

Experience

This is the heart of your resume. Give it the most space and emphasis. You may separate your experience into that for which you were paid and experience for which you were not paid. You may also combine them under the one heading *Experience*. If you list them separately, *Additional Experience*, *Community Experience*, or *Other Relevant Experience* are more effective headings than is *Volunteer Experience*. Provide the name and location of the firm or organization, date of your employment for a chronological resume, and your title and responsibilities which should be expanded as suggested above.

Chronological Format

Start with your present or last job and work backward. This format works for most people and particularly well when you have held a series of progressively better jobs.

Functional Format

Outline your work experience by the kinds of positions you held, giving first priority to your most important job function, lesser attention to other job functions regardless of actual employment chronology. This is a good idea with occupations where there are frequent changes of assignment in each job. Another possibility is to combine features of both formats.

Education and Training

List your high school or college, degree and major. Also note postgraduate and special training courses or seminars you have completed. Cite special job-related skills, such as knowledge of foreign languages or specialized certification. If you are a new graduate with little work experience, you might describe your educational background before your work experience. Expand the education sections with more details to show how your studies and extracurricular activities relate to the work you seek. Note the areas of emphasis in your major.

Personal Data

This is where you might include information on your age and marital status only if you think it has a bearing on your application, though in most cases it really isn't necessary. Do not include the status of your health. It is assumed those applying for a position are in good health. It is doubtful if one can find a resume indicating poor health. Do include such things as business, professional, social and civic affiliations; honors and awards; military service; or outside interests, if pertinent.

References

At the end of your resume, including the statement, "References will be provided upon request."

Don't omit any of the sections noted above, no matter how meager you think your material is. The absence of any section will only raise questions and could eliminate you from consideration before you have a chance to explain. There's no reason to dwell on information you consider negative. Put it down in a way that minimizes its importance without misrepresenting the facts.

On the other hand, there are certain things best left out of your resume.

What Not to Put In

There is a better time and place to cover these subjects:

1. Names and addresses of references. References should be selected with a particular job and employer in mind, and you can't make that choice at the time you prepare your resume. Forward the names of references, when requested, in a follow-up letter.
2. Money. The subject of salary or wages will come up when you get to the serious state of a job interview. If you indicate too soon what you want or what you have been earning, it could tag you as too expensive or underpriced for the job market and raise unnecessary questions.
3. Reasons for leaving jobs. A review of your work experience should give the impression that the reason you left one job was to take a better one. Discussing the specifics of why you left a job usually turns out negative and gets a resume off the track. Even if you were fired from every job you've had, the subject is better left for an interview, where you can explain your side of the story.
4. Your lack of a job. If you are out of work at the moment, make that fact as unobtrusive as possible. Most employers prefer to hire people who are working. If you have not been regularly employed for an exceptionally long period and it would be apparent from a glance at your record, consider ways to fill the gap. One way is to use a functional format that doesn't focus on the chronology of your jobs. You might try to free lance in your field, volunteer or take a part-time job so you'll have something to list.
5. A photo of yourself. Unless you are applying for a job as a model or a movie star, the job interview is soon enough for an employer to get a look at you.

WRITING YOUR RESUME

A resume is a brief description of who you are — an advertisement of yourself and what you can do for an employer. It's purpose is to get job interviews so yo can land the right job.

A resume should be attractive and easy to read. Employers get many applicants and have little time. They want to know ecactly how you can be useful to them without having to read through excessive or unrelated details.

You need to put your name, address and telephone numbers at the top of the page. If you are not easy to reach, you may want to give a number where a message can be left for you.

Next, focus on your job objective. Stat it briefly and clearly. You may want to leave this space blank and fill in a goal suitable for each advertisement you answer, or you may want to state a more general objective such as "a position which will make use of my skills and provide an opportunity for growth."

Decide whether your experience or your education is more important and describe it next.

Education should list any training specific for the job desired, as well as general schooling or college, noting major fields or study. List diplomas or degrees, but dates are not necessary unless they are favorable to you.

Work experience can be described in two ways, either by tasks performed and skills used (functional form) or listed by date (chronological form). If you have worked without large gaps in employment, listing jobs by date may be easiest, starting with the most recent. If you have moved often from one job to another or have periods of unemployment, it may be better to describe what you have done, grouping similar jobs together in brief paragraphs. In order to make either list, start by writing down all experiences you have had that relate to work, whether paid or volunteer. Give most attention to the things you do best and want to do again. Describe what you did using "action"words that show accomplishments and skills without bragging or exaggerating.

NEVER LIE!

You may want to list hobbies and community activities, including honors which have been awarded to you. This gives an employer another view of you.

Omit personal data such as marital status, age, health, or a photo.

Do not include anything negative such as why you lost a job or disagreements with employers. Do not discuss wages in a resume. At the end of the page (and it should be kept to one page if possible) state that references are available on request, but do not list names.

The resume is you. Take care with the total appearance. Blank space is an asset if well placed. It gives emphasis to what you have written. Be sure that spelling is correct and that typing is neat. Use a copy machine that makes clean, clear copies. Printing is not necessary.

When you send a resume by mail, include a covering letter to tell why you are interested in *this* particular job. You can say that you will call for an interview, or you can say that you are waiting for their call. If you have not heard from them in 10 days, make a friendly telephone inquiry.

Sometimes it is appropriate to carry a resume with you when canvassing for job openings. Even when applications are not being taken you may be able to leave a resume on file.

Remember that a resume is your personal report. You are the best person to write it. If you need further help, your local library has books which give examples of many sorts. After you have looked at them, shape your own information into a successful advertisement of you.

ACTION VERBS, PHRASES, TITLES

For Use in Resumes

This list of action verbs will help you to write your resume. Use these or a list of your own, and start the majority of your sentences with one or a combination of them.

implemented	documented	decreased
introduced	standardized	projected
inspected	succeeded	convinced
maintained	increased	reorganized
approved	employed	demonstrated
improved	monitored	controlled
facilitated	created	reduced
justified	modified	applied
planned	systematized	personalized
established	defined	converted
initiated	focused	activated
prepared	combined	provided
executed	accomplished	educated
organized	formulated	communicated
analyzed	chaired	challenged
taught	negotiated	specified
decentralized	allocated	validated
conducted	spearheaded	capitalized
conceived	streamlined	restructured
designed	vitalized	orchestrated
achieved	recognized	transformed
rejuvenated	guided	conferred
integrated	devised	authored
rehabilitated	promoted	automated
budgeted	composed	strengthened
instituted	pioneered	sparked

Phrases That Support Active Participation and Experience

The following phrases indicate that you have worked, or managed, at the level where the action is. Develop some of your own and use them in one or two places in your resume.

"Know the nuts and bolts. . ."
"Actively managed. . ."
"Directly involved in. . ."
"Shirt-sleeve experience. . ."
"Hands-on experience. . ."
"Consistently produced. . ."
"Directly supervised. . ."
"Everyday contact with. . ."
"Capable of performing all facets of. . ."
"Educated by personal experience. . ."
"Intimate knowledge of. . ."
"Essential member of . . ."
"Originated and guided to completion. . ."

Civilian Titles to Use in Place of Military Titles

These titles will help you civilianize your resume. Use the ones that best describe your military titles. You should also research the firm from which you are seeking employment for additional titles that will equate to your military experience. Do not over or underqualify yourself by using an inappropriate title.

*Chief Operating Office (COO)
*Chief Executive Officer (CEO)
*Senior Vice President
*Executive Vice President
Director
Senior Line Executive
Operating Executive
SeniorAdministrative Assistant
Senior Executive Officer
Deputy
Administrator
Executive Assistant
Department Chief or Head
Senior Executive
Chief of Staff
Direct Supervisor
Coordinator
Superintendent
Plant Manager
Operations Officer

**Equate to very high military titles*

FUNCTIONAL RESUME

Morgan Hunter
125 West 89th Street
Anytown, New York 97028

Telephone: PL7-0321 (Office)
(212) TR6-4325 (Home)

RESUME

Career Objective: Research and/or writing position.

Education:
Columbia College, B.A., 1966
Columbia University, M.A., 1967

Major Work Experience:

Program Development

Collaborated in research into the representation of minority students in medical colleges. Developed the proposal for a major study in the field. Coordinated and administered the New York State division of the program and assumed the responsibility for accountability in the amount of $50,000. Program has had major effect on medical education.

Writing

Compiled and published three reports on minority education. Produced a booklet for general public.

Research

Gathered and analyzed information concerning graduate professional education. Familiar with data collection and statistics.

Administration and Management

Have hired and trained research assistants.

Public Relations

Experienced in preparing press releases.

The functional resume is a good choice when there have been many time-gaps or frequent job changes.

CHRONOLOGICAL RESUME

This is a typical chronological resume. Shows major responsibilities and diversity of experience. No gaps.

Roberta Smith
415 North Street
Anytown, New York 97208
(543) 710-4183

Work Experience:
1981 — Present

Staff Assistant to Chairman of Dept. of English
University of Iowa

Responsible for smooth day-to-day running of department of 15 persons.
. Prepared university and government surveys and reports.
. Prepared agenda and faculty meeting minutes.
. Prepared authorizations of expenditures of $175,000 budget.
. Prepared quarterly audits, projections and financial statements.

1979 — 1981

Assistant to Chairman of Mathematics
University of Iowa

. Carried out administration policies of section processing payroll, coordinating work schedules, ordering supplies and equipment.
. Scheduled meetings and appointments.

1978 — 1979

Secretary/Editor, Journal of Applied Math

. Directed day-to-day journal operation. Handled all general queries regarding communication with authors, referees, and publisher.
. Prepared statistics, agenda, and minutes of Editors' meetings.

Education:

B.A., Portland State University, 1978
Humanities major. Honor student.

Use the chronological resume format if you have worked steadily. Layout is well-designed for easy reading.

IV - MH

IDENTIFY YOUR STRENGTHS

The list this page represents strengths that make a difference in various types of jobs.

1. Check the ones that you think describe you, as you are now.

2. Then, look back over the list and place a star (*) next to those strengths you want to develop.

3. You may also find it useful and interesting to ask a friend or family member to help you identify your strengths. You may want to learn how others see you, and compare their views with how you see yourself.

MY STRENGTHS

_____ able to deal with many details
_____ accept criticism
_____ accurate
_____ active
_____ adaptive
_____ adventurous
_____ affectionate
_____ alert
_____ ambitious
_____ analytical
_____ argue well
_____ artistic
_____ assertive
_____ attractive
_____ broadminded
_____ businesslike
_____ calm
_____ capable
_____ careful
_____ cautious
_____ cheerful
_____ clear thinker
_____ clever
_____ competent
_____ confident
_____ conscientious
_____ considerate
_____ cooperative
_____ creative
_____ curious
_____ decision maker
_____ demonstrative
_____ dependable
_____ determined
_____ dexterous
_____ dignified
_____ easy going
_____ efficient
_____ energetic
_____ enthusiastic
_____ expressive
_____ eye for detail
_____ fair minded
_____ farsighted
_____ firm
_____ flexible
_____ forceful
_____ frank
_____ friendly
_____ generous
_____ gentle
_____ genuine
_____ good natured
_____ good memory
_____ healthy
_____ helpful
_____ honest
_____ humorous
_____ idealistic
_____ imaginative
_____ independent
_____ inquisitive
_____ inspiring
_____ intelligent
_____ inventive
_____ just
_____ kind
_____ knowledgeable
_____ logical
_____ loyal
_____ mature
_____ methodical
_____ meticulous
_____ modest
_____ motivated
_____ natural
_____ obedient
_____ open minded
_____ optimistic
_____ orderly
_____ organized
_____ original
_____ outgoing
_____ perform well
_____ persuasive
_____ pleasant
_____ precise
_____ problem solver
_____ purposeful
_____ quick to act
_____ realistic
_____ receptive
_____ relate to others
_____ reliable
_____ reserved
_____ resourceful
_____ responsible
_____ risk taker
_____ scholarly
_____ seek change
_____ self-confident
_____ sensible
_____ sensitive
_____ serious
_____ sharp witted
_____ social
_____ stable
_____ steadfast
_____ strong
_____ stylish
_____ tactful
_____ thorough
_____ thrifty
_____ tough
_____ unassuming
_____ understanding
_____ verbal
_____ versatile
_____ vigorous
_____ warm
_____ witty

Other

_____ _____
_____ _____

STRENGTHS

What strengths do you think _____ has?

_____ able to deal with many details
_____ accept criticism
_____ accurate
_____ active
_____ adaptive
_____ adventurous
_____ affectionate
_____ alert
_____ ambitious
_____ analytical
_____ argue well
_____ artistic
_____ assertive
_____ attractive
_____ broadminded
_____ businesslike
_____ calm
_____ capable
_____ careful
_____ cautious
_____ cheerful
_____ clear thinker
_____ clever
_____ competent
_____ confident
_____ conscientious
_____ considerate
_____ cooperative
_____ creative
_____ curious
_____ decision maker
_____ demonstrative
_____ dependable
_____ determined
_____ dexterous
_____ dignified
_____ easy going
_____ efficient
_____ energetic
_____ enthusiastic
_____ expressive
_____ eye for detail
_____ fair minded
_____ farsighted
_____ firm
_____ flexible
_____ forceful
_____ frank
_____ friendly
_____ generous
_____ gentle
_____ genuine
_____ good natured
_____ good memory
_____ healthy
_____ helpful
_____ honest
_____ humorous
_____ idealistic
_____ imaginative
_____ independent
_____ inquisitive
_____ inspiring
_____ intelligent
_____ inventive
_____ just
_____ kind
_____ knowledgeable
_____ logical
_____ loyal
_____ mature
_____ methodical
_____ meticulous
_____ modest
_____ motivated
_____ natural
_____ obedient
_____ open minded
_____ optimistic
_____ orderly
_____ organized
_____ original
_____ outgoing
_____ perform well
_____ persuasive
_____ pleasant
_____ precise
_____ problem solver
_____ purposeful
_____ quick to act
_____ realistic
_____ receptive
_____ relate to others
_____ reliable
_____ reserved
_____ resourceful
_____ responsible
_____ risk taker
_____ scholarly
_____ seek change
_____ self-confident
_____ sensible
_____ sensitive
_____ serious
_____ sharp witted
_____ social
_____ stable
_____ steadfast
_____ strong
_____ stylish
_____ tactful
_____ thorough
_____ thrifty
_____ tough
_____ unassuming
_____ understanding
_____ verbal
_____ versatile
_____ vigorous
_____ warm
_____ witty

Other

_____ _____
_____ _____
_____ _____

YOU CAN USE YOUR VOLUNTEER EXPERIENCE TO GET A PAYING JOB

by: Tobi Frankel

You ran a church bazaar so successfully that the profits were double what they were the previous year; you organized a registration drive for a local election and enrolled 100 more people than anyone else; you wrote a letter appealing for funds for a children's hospital that needed the largest response in the institution's history.

All volunteer work, you say, and not meaningful on a job application, right? You want to get out into the business world and think you have no job credentials, right?

Wrong, say the experts, who believe that unpaid work can be properly translated into marketable skills on a job resume.

As Janice LaRouche, a New York City job counselor, sees it, "What counts is to have a good sense of who your are." Jane Gould, head of the Women's Center and former director of placement at Barnard College in New York City, urges women to have a positive attitude toward themselves and not underestimate their volunteer work. Barbara Dank, head of Career Horizons for Women, a life-planning workshop at Hofstra University in Hempstead, N.Y., feels the same way. "If a homemaker regards her volunteer work as 'nothing,' then she will have a bad image of herself."

Preparing a job resume, or summary of work experience, in anticipation of entering the job market is a good way of learning what your strengths are and what kind of job you might like. It will prevent your blurting out at a job interview, "I'll do anything." Rather, it will enable you to "communicate your uniqueness," says Ms. LaRouche, for the resume may also point up the need for additional training, so that you can build on your existing skills and interests, or acquire new ones.

Jane Gould suggests that the person who doesn't know what she wants to do should make a list of her volunteer activities, itemizing the skills in detail. Hopefully, a pattern will emerge from the listing that will help define the person's talents.

Too often, women simply list their activities without indicating the complexities of the tasks performed. For instance, in her initial resume, one woman wrote in chronological order that she had been president of a kindergarten association; corresponding secretary of the women's auxiliary of the town hospital; volunteer worker in the hospital emergency room; first-aider and ambulance driver in the first-aid squad; coordinator of first-aid squad publication; organizer and troop programmer of Girl Scout troups; and co-president of the PTA board.

Under the guidance of Ms. LaRouche, her skills were restated: Vague phrases such as "I was involved with" or "I am familiar with" were avoided, and active verbs were used to spell out the woman's responsibilities.

In the new resume, her experience partially read: Emergency Room "Pink Lady" — Admitted accidents, took case histories, notified doctors, police and families. Cleaned wounds, set up gynecological exams, prepared suture trays, assembled cast and splint materials, administered oxygen; general assistant to doctors and E.R. nurse. Inventoried, checked and helped order supplies. First-aider — Answered police calls and drove ambulance during day; rode in back of rig attending patients at night. Coordinator of first-aid publication — Compiled phone and address directory, solicited patrons, arranged printing of 3,000 copies.

Based on the expanded, more specific resume, a covering letter and an interview, the woman eventually got a job as a hospital coordinator. The accompanying covering letter expressed her great interest in hospital work and indicated to the prospective employer how certain of her skills applied to the particular job opening.

Lenore Beck, now head of the arts department of a private school in New Jersey; was a volunteer while her family was growing up, until she decided to go back to work five years ago. Her list of past activities showed that she was trained in the arts, taught music at home, was responsible for starting a choral, was a member of the board of directors of an arts center and had organized theater parties.

With the help of the Barnard College placement office, she wrote a resume that presented her credentials meaningfully: a topic sentence to summarize her past experience; categorization of experience according to teaching, organizing, music education, without regard to the chronological order of experience; use of the word "I"; specifics about achievement, such as monies raised or size of groups.

Her revised resume reads in part:

Name:

Address:

Telephone Number:

Experience:

My background includes 15 years of experience in administration, program planning and fund raising in the fields of music, education, politics and community service.

My responsibilities in the area of music range from teaching and developing music curricula to organizing, conducting and managing choral groups.

I am one of the founders of the Pro Arte Double Chorale and, as a member of the Advisory Board of the Chorale, have worked to develop an amateur group of 40 singers into a professional chorus performing in Town Hall and Carnegie Hall to full houses and fine reviews. We started with limited funds and are now managing a budget of $20,000. I have helped develop a first-rank chamber music series for the Art Center of Northern New Jersey. We began with three concerts and an annual deficit and have produced a sellout series of five concerts. As a member of the concert committee, I have responsibilities in hiring the artists, managing the budget, securing the hall and preparing publicity for the center.

I have also had substantial administrative experience in civic and political organizations.

I have run successful theater parties as a chairman of the Scholarship Benefit of the Radcliffe College Club. In addition to selecting the plays, preparing publicity and enlisting patrons, I organized volunteers and supervised ticket sales.

(The last section of the resume may list education, secretarial skills or language, where pertinent.)

While writing her resume, Mrs. Beck realized that she was interested in arts administration. Coincidentally, she read about a summer course in that field at Harvard University. She enrolled, earned a certificate in arts administration and returned in the fall to be cultural director of the local YM-YWCA. Thus, the forumlation of the resume helped Mrs. Beck crystallize her employment goals.

Other Methods

Homemakers who have not had volunteer or paid employment should not despair. Barbara Dank offers the following frank statement for them: "I have been working hard these last 10 years, though not gainfully employed, managing a family of four." Mrs. Dank believes that an "employer will give such a woman a chance if she thinks positively." The homemaker's resume might include descriptions of her financial responsibilities — checkbook balancing, paying bills, arranging for loans to pay for the kids' college education, portfolio management, compiling the income tax — and organizational abilities, such as setting up carpools, being a block mother, preparing weekly dinner parties in connection with husband's job and so on.

Mrs. Dank also recommends that each volunteer keep a dossier of her activities explicitly stating what her duties were and which she liked.

Even more than maintaining a dossier, Barbara Dank suggest that the homemaker/volunteer do her volunteering with the future in mind. "Don't regard your volunteer work as playing Lady Bountiful. Women don't realize they can speak up and offer service they enjoy." If you're a bookkeeper by training, she advised, offer to do that rather than licking envelopes; and if you like to write, prepare public relations releases for your organization. She sums it up this way: "if a person makes thoughtful choices in her volunteer work, she can grow in the situation."

Planning your own volunteer experience will make writing that job resume much easier.

VOLUNTEERING PAY-OFFS

* Unpaid work experience can be used to enhance your marketability.

Volunteering helps you:

* explore new career options
* develop new skills
* test your interest in an occupational field
* avoid vocational risks
* make personal connections in your field of interest
* develop reference sources

NETWORKING

Networking is one of the best employment services available to most people. It costs little, is fun, and has many good side effects. Although it is as old as history, it is a method of finding a job, or a better job, that many of us do not intentionally use. Whey not try it? The cost is less than buying the want ads, you often make life-long friends, and new worlds open up.

Networking is making use of personal contacts as an important part of the job search of career advancement. Sometimes people form self-help groups that meet regularly and label them "networks." More often, networks are not formal. They are "connections" with people who may be able to give information, may make introductions to other people, or may even be able to place people in jobs. Everyone has some connections of this kind, often without being aware of them. Sometimes we even feel embarrassed about letting anyone know such intimate facts as that we are unemployed, unable to live on the low wages we earn, need more variety or challenge on the job, or feel trapped in the wrong job. Yet, for many of us, there is help for our condition as near as the next house, the organizations we already belong to, the bowling team, or church or synagogue, or the parents of our children's friends. Networking is making use of all these connections.

Networking is sharing: a two-way street. Don't hesitate to ask for help, or to give to. When you do so, you become a part of the network. Think how good you will feel to know that your own small contribution of information may result in someone else getting a job or a promotion. It might not have happened if you had not been networking. Most human beings find great joy in helping someone else. Don't be afraid to ask, and to keep asking.

Networking requires some planning; little happens by accident. Start by talking with close friends about what you would like to be doing. Ask if they know anyone you can talk to about that kind of work to get more detailed information. Your network has begun. People you don't know at all are usually happy to talk about their work and may refer you to others, but you have to make the first connection if you want to get on the line. It is more comfortable to be able to say to the next person, "I need some career information and Mr. (or Mrs.) Doe said you might be able to help me since you know that field so well."

The career (or careers) I want to network into: _____

_____

_____

Whom do you know who could give you the information you need? Or get you started in that direction?

_____

_____ (Connections)

Whom do you know who is a good role model (successful person in the job you would like, who enjoys the job).

_____

_____

_____ (Role-Models)

and someone who doesn't like that job . . . find out why

_____

Whom do you know who could talk about the future and where you might go, who could help you choose how to get more education, change jobs, keep moving up?

_____

_____

_____ (Mentors)

Keep in touch with all the people above, and remember to give back to your network the help that you become capable of giving.

You have made your own NETWORK.

WAYS TO USE CONNECTIONS

1. Realize you have the right to ask for help.
2. Do your homework and have a clear idea of what you want before you approach a contact. "You can't expect someone to second guess you."
3. Don't ignore your friends as potential contacts. Who is more apt to help you?
4. Don't stay home. Meet people wherever you can. Socialize as much as possible.
5. Suggest having lunch or a drink after work with someone who can help you, but always be up-front about your purpose. If you are looking for a job, say so. If you simply want to get to know the person better or exchange information, you should say that.
6. Try to create an informal network among your friends.
7. Avoid personnel departments. Instead, pursue connections with employees who already work in a department that interests you.
8. Always carry a business card and use it frequently. If you don't have one, print one at your own expense.
9. Join organizations in your community which are related to your career goals.
10. Participate in and attend workshops and conventions.
11. Follow up the smallest bit of help someone gives you with a thank-you note. It will be appreciated.
12. Once you have succeeded in getting a job, don't stop pursuing connections. This is the time to cultivate a new network.

SESSION V

Goals: To develop tentative career and educational goals, continue the presentation of job-getting strategies, and provide information about traditional and non-traditional learning and career options.

Objectives: The workshop participants will:

1. Develop tentative career and educational goals.
2. Identify steps they need to take to implement these goals.
3. Identify strengths that are needed in the job search (resume writing, interviewing etc.)

SESSION V OUTLINE

Activities

1. Review thoughts about last session and begin to establish tentative career and educational goals (20 minutes)
2. Process the Strengths assignment (10 minutes)
3. Book reviews (20 minutes)
4. Using volunteer experience (5 minutes)
5. Introduction of networking (5 minutes)
6. Continue the job hunt (50 minutes)
7. Assign the Career and Education Plan (10 minutes)
8. Distribute handouts

Materials

A. Goal Setting.

B. Common Abreviations Used in Classified Ads

C. "The Cover Letter"

D. Sample cover letter

E. Career and Education Plan

Handouts

For discussion at next session or for clients' information

A. "Interviewing Tips"

B. "Interview Questions for Role Playing"/Touchy Questions

C. Interviewing Do's and Don'ts

D. Information Interview

E. Risk Taking

SESSION V ACTIVITIES

Activity 1. Review thoughts about last session and results of the career resource library visit, and establish tentative career and educational goals Time: 20 minutes

Explanation

At this point in the seminar it is important to help participants get specific about the career options they are considering based on their research, assessment instrument results, exercises and discussions during the workshop. The workshop's emphasis for the next three sessions should be providing opportunities for people to test tentative career and educational decisions and to develop action plans for information they have been gathering. It's good for them to express these new plans and get feedback from the group. You need to help them distinguish among mini-goals, short term goals and long term goals. Distribute Goal Setting handout to help participants focus on the process of goal setting. Use clients' past behavior or statements during the workshop and the group exercises to help them to new insights. Your counseling skills and ability to restate, confront and summarize are essential here. It is now that your expertise as a career counselor comes into play. Keep in mind the fine distinction between advice-giver and skillful career counselor. Try to get clients to commit themselves to taking specific actions between this session and the next and to develop concrete career goals. Remember, you are trying to enable people to seek out information, to confront their alternatives, and to make their own decisions. Their growth depends on developing their own potential and expanding their own horizons.

Activity 2. Process the "Strengths" exercise Time: 10 minutes

Counselor Instructions

Ask everyone to examine the strengths they identified and compare them with the strengths their friends or family members checked for them.

Process

The underlying dynamic in this exercise is one that underlies the entire workshop—change. The exercise can provide the strength bombardment adults in career transition need for greater self-esteem. It also teaches them how to describe themselves to prospective employers, whether during an interview or in a cover letter. But it is also essential that you help the group members to analyze the strengths they starred (*) as the strengths they want to develop. Again, you need to help them break away from their rigid views of themselves and become open systems able to make new choices at any given time and to be in control of their behavior. They need encouragement to develop new strengths and they need help in learning how.

Activity 3. Book reviews Time: 20 minutes

Process book reviews as before.

Activity 4. Using Volunteer Experience Time: 5 minutes

Counselor Instructions

Referring to the article you handed out at the last session, discuss the value of volunteer experience for making career decisions. Volunteer opportunities for adults who want to try out new fields have increased in recent years. The risks are minimal and time arrangements often flexible. Moreover, the skills and ex-

periences gained by volunteering can be included in a resume. Volunteer experience is often an efficient way to eliminate impractical career goals and to explore new career goals.

Activity 5. Introducing Networking Time: 5 minutes

Counselor Instructions

Refer to "Resource Interviews for Career Information," to discuss the value of creating a personal network system for career exploration and the job hunt. People in specific career areas can be interviewed for information about their fields. They may have information about job openings at their organizations or elsewhere, and they may be able to refer you to other people in the field.

"Ways to use Connections" can also provide clients with specific ways to enlarge their network.

Activity 6. The Job Hunt (continued) Time: 50 minutes

Counselor Instructions

A. The Job Search

Use the list below in discussing how to be in a Job Hunt. Emphasize the need for participants to let as many people as possible know that they are looking for a new job. The following are possible job sources:

1. Newspaper advertisements, display and classified
2. Telephone book
3. United States and New York Civil Service Offices
4. New York State Employment Office
5. Private employment agencies
6. Notices in local libraries and other public places
7. Friends
8. Community contacts
   a. Clergy
   b. Local merchants
   c. Political and community organizations
   d. Service clubs
9. Former employers and co-workers
10. Former teachers
11. Specialized journals and publications
12. Specialized organizations and unions
13. College placement offices
14. Networking

Point out that people should become familiar with the publications that carry advertisements for the positions they are seeking. Suggest that they develop a chart for their job search. Distribute "Contact Sheet for the Job Search."

Discuss the need to develop an action plan that includes accomplishing five job-seeking tasks each day. For the unemployed, job hunting could be viewed as a full-time, five-day-a-week, eight-hour-a-day job. For those who are working, the five job hunting tasks can be performed during lunch or on weekends.

Distribute and discuss briefly "Common Abbreviations Used in Classified Ads." Don't take for granted that everyone knows how to read Help Wanted advertisements.

B. Resume — Step 2

Using "Write a Resume that Gets the Job," review the three step process. Discuss the differences between the chronological and the functional resumes, how to describe work experiences (both paid and unpaid), and education, how to deal with personal data and references, and what *not to* include.

Ask the group members to pass their working drafts around the room. When each resume is passed to you, make suggestions to the individual and to the group as a whole as to how the resume could be improved. Help develop functional resumes for those who have little work experience, as well as for those who have held many jobs in a single field. Make suggestions about design and categorization. Check for sufficient description of previous experience and the use of action words.

Assign the second draft for the next session.

C. Cover Letter

Discuss the cover letter as a necessary accompaniment to the resume. Since a resume is an impersonal outline of one's background, a cover letter is necessary for a personal touch and lets the applicant specify the position sought. It should be typed in proper business letter form. A new cover letter should be written with each job application, but one can develop a basic cover and then adapt it to specific job openings.

Distribute "The Cover Letter" and discuss in a detail how to develop a cover letter. Ask everyone to write a first draft for the next session.

Give out the two sample cover letters to help job hunters make an outline of their own. Explain that the first paragraph should name the position applied for and connect the requirements of the position with the resume that will be enclosed. The second paragraph should contain three self-descriptive words and a short explanation of how the individual's specific experience is relevant to the job. The third and last paragraph should provide an appreciative closing and set up the possibility of an interview appointment.

Activity 7. Assign the Career and Education Plan Time: 10 minutes

Distribute the Career and Education Plan handout. Discuss the value of organizing information learned in the workshop. The Career and Education Plan will help all participants use the decision-making steps in their career choice. This handout will be reviewed at the next two sessions and completed by the end of the last session. The plan can also be the focus of the individual counseling session. The Career and Education Plan can be an effective exercise for participants. However, it is long and participants will need time and the counselor's support to complete.

Activity 8. Distribute hand-outs

A. "Interviewing Tips"

B. "Interview Questions for Role Planing,"/"Touchy Questions"

C. "Interviewing Do's and Don'ts"

D. "Risk Taking"

GOAL SETTING

In this workshop you are learning how to make good career decisions. If you use the decision-making model that you learned in Session IV, you can decide whether you want to quit your job, ask your boss for a promotion, apply for an advertised job, or answer any other type of career related question.

To use this model, you must start by focusing on a particular question or problem. To help you formulate your goals into a question, complete the *Goal Setting* worksheet. Setting goals for yourself will help you decide where you want to move personally and professionally. Goals can be both short term and long term.

GOAL SETTING WORKSHEET

Instructions: On each side of this worksheet, write a personal and professional goal that you have for the time frame listed. You may deelop one goal throughout, or list different goals that you have for the immediate and long-term futures.

PERSONAL GOALS	PROFESSIONAL GOALS
1 week	1 week
1 month	1 month
3 months	3 months
6 months	6 months
1 year	1 year
5 years	5 years

COMMON ABBREVIATIONS USED IN CLASSIFIED ADS

acct — account, accountant
admin — administration, administrative
A/P — accounts payable
appr — appearance
appt — appointment
A/R — accounts receivable
assn, assoc — association
asst — assistant
attndt — attendant
bd — board
begnr — beginner
bus — business
b'kgd, bkgrd — background
bkpg,bkkpg — bookkeeping
bkpr, bkkpr — bookkeeper
bld — building
CG — college graduate
co — company
col, coll — college
comm — commission
constr, constr — construction
corp — corporation
da, dy — day
dept — department
dict, dicta, distaphn — dictaphone
dir — director
div — division
dntn — downtown
excel — excellent
exec — executive
exp — experience
F/C — file clerk
fig — figure
F/pd — fee paid
futr — future
gas sta — gas station
gd — good
gen — general
GHW — general house work
grad — graduate
hrs — hours
HS — high school
HSG — high school graduate
hskpr — housekeeper
hvy — heavy
immed — immediate
indivdl — individual
ins — insurance
intervw — interview
knowl, knldg — knowledge
lic — license
loc — location
mach — machine
mach ops — machine operators
mdse — merchandise
mechs — mechanics
M/F — male or female; or Monday through Friday
mfg — manufacturing
mgmt — management
mgr — manager
min — minimum
nec, necess — necessary
neg, negot — negotiable
offc, offce — office
ops, opts, opers — operators
pd — paid
perm — permanent
pers — personnel
phn — phone
posn, postn — position
PR — public relations
pref — preferred, preference
prev — previous
prodn — production
prog — program
proj — project
P/T — part time
pvt — private
qualif — qualified
recpt — receptionist
ref — reference
reloc — relocate
rm — room
sal — salary
sch — school
secy — secretary
skls — skills
sm — some
sten — stenographer, stenography
startg — starting

swbd,swbrd — switchboard
tele, telep — telephone
temp — temporary
trne, trnee — trainee
trng — training
typ — typist
typg — typing
vac, vact'n — vacation
VP — vice president
w/ — with
warehse — warehouse
wk — week, work
wpm — words per minute
wrk, wk — work
w/wo - with or without
x — extension (phone)
yr — year

THE COVER LETTER

by Frances K. Bastress

During my career in personnel administration, I read all incoming correspondence from job hunters. This sometimes meant I processed *30,000 letters annually*. Clearly, it is difficult to make a favorable impression on paper in the face of such competition. The letters you write during your job hunt, however, can make the difference between getting an interview or being turned away and between receiving a job offer or a rejection. Since the competition typically does not devote the necessary time and effort to writing effective letters to the people involved in their job finding campaigns, communications of this kind can serve to professionalize your image in the work place. And, as you will see, there are many kinds of letters that provide opportunities for your name to cross the employer's desk.

Cover Letters in Response to Ads

Most job hunters start with employment ads. To increase the number of interviews you will get from ads, personalize each communication by accompanying the printed resume with a cover letter. (Well-written resumes are in important subject themselves. Recommended resources are *Tea Leaves, A New Look at Resumes* by Richard N. Bolles and *The Hidden Job Market* by Tom Jackson and Davidyne Mayleas.)

Tailor the cover letter to respond to the advertiser's needs. If possible, address the letter to a specific person. Call the company to get the name of the individual responsible for filling the position if that information is not in the ad. Because companies frequently advertise in more than one paper for more than one job, the first sentence of your letter should tell how you found out about the position and should include the job title, the newspaper, and date of the ad.

Before writing the body of the letter, read the ad several times to discover what the advertiser is *really* looking for. As Richard Lathrop suggests in his book, *Who's Hiring Who*, ads usually are run because someone has a problem that needs solving. You must figure out what that problem is, then show how you can help the organization. Do not talk about what you want, rather talk about what the company needs.

Paul Sniffin, Director of Counseling Services at Pierson Associates Inc., a career consulting firm, suggests an eye-catching graphic approach to give your letter a different appearance from others received:

Your Requirements	My Qualifications
_____	_____
_____	_____

You match each of the advertiser's specific requirements by slanting appropriate skills from your background to his needs.

Another visually attractive format is one using "bullets" (small "o's" on the typewriter later filled in with felt pen) to highlight accomplishments and brief facts about your experience as they relate to the employer's needs. You might introduce this information with: "I believe that you may find the following aspects of my background of particular interest:"

o _____

_____

o _____

_____

By extracting relevant skills from your background, you have relieved the advertiser of this task — a task that some would not bother with.

In this book *The Job Hunter's Manual*, Donald Sweet, Director of Employment for Celanese Corporation in New York City, advises against overselling in letters because there is no personal chemistry yet. Wait until you get face to face before using adjectives to describe yourself.

Generally, it is best to supply all information requested in an ad. However, if you believe that reciting your salary history would handicap your application, consider such responses as "variable due to the nature of my activities" or, as Lathrop suggests, "has been commensurate with the experience reflected in my resume." Supplying *specific* figures, in any case, is a little like showing your hand in poker — you are not left with much room for negotiating. Depending on how the advertiser interprets your previous salary, you may even be cutting yourself out of a chance for an interview.

In the final paragraph of your letter, bid directly for a "meeting." Since you should retain control if possible and may be difficult to reach, word the message in such a way that it leaves an opening for your to contact the advertiser without discouraging him from contacting you. A typical closing might be, "I look forward to a meeting to discuss my qualifications and to learn further about your requirements." You may want to include the times that you can be reached and leave alternate phone numbers. (It may also be advisable to install an automatic telephone to catch important calls for the duration of your job-hunting campaign.)

Since it is not uncommon for an advertiser to receive hundreds of responses to a single ad, your response should be timed to avoid the initial onslaught of inquiries. Opinions vary regarding this optimum arrival time. For instance, Janice Sutera, Coordinator of Career Programs at George Mason University, tells the story of a former part-time employee who managed to get her carefully worded cover letter and resume back to their offices the day after the ad ran. Since it was just before Christmas and there was an urgency to filling the position, this first applicant was interviewed, was found to be highly qualified, and was hired while the other 70 applications continued to arrive.

Paul Sniffin, on the other hand, recommends dating the cover letter the day of the ad, then waiting four to five days before sending it. He then advises clients to send a second letter a week later, restating their interest and expressing concern, since they had not received a response, that the first letter may have been lost.

Don Berliner, author of *Want a Job? Get Some Experience. Want Experience? Get a Job* advises waiting two weeks before responding to an ad because "nobody fills a job that fast." In the interim he suggests writing of your interest, without mentioning the ad, to a senior person within the organization. Typically, the senior person would pass your communication down to the junior person in the Personnel Office. Then, when your ad response is received, your name will be familiar and associated with the senior individual's directive to act on it. Efforts devoted to having your name cross a decision maker's desk more than once are well worth the time invested.

Blind ads, ads with box numbers only, present special problems, and you will never learn the identity of the organization unless the people there become interested in you. To increase your chances of hearing from these anonymous firms, try enclosing a self-addressed stamped envelope or card with the request, "please send me a response." You might also send two or three letters with appropriate time gaps between each. Jackson and Mayleas suggest writing a fictitious letter-style resume, using a relative's name and address, exactly in line with the advertised requirements. After the relative receives a response on company letterhead, write to the organization directly without indicating you know of the opening.

Since only ten to twenty percent of the available professional job openings are advertised in newspapers or other public records, do not devote more than a fraction of your job search time to answering ads. One hundred percent of job hunters typically respond to this small number of advertised jobs; therefore, a twenty to twenty-five percent response rate is considered excellent.

Cover Letters To Uncover Unadvertised Opportunities

To reach jobs that are not in the public record and therefore involve less intense competition, you should take a more active role than answering employment ads. Jackson and Mayleas recommend getting into this "hidden job market" by doing job market research to identify organizations that might want your skills and, bypassing the personnel function, identify the people in those organizations who could hire you. You can do this detective work in career libraries of colleges (usually open to the public), reference rooms of public libraries, over lunches and over the telephone with colleagues, friends and neighbors, and even with members of your own family.

Sources of names and addresses of contacts in your job target areas include the yellow pages, college alumni journals, news articles, trade journals, and newsletters in your field of interest.

Lathrop suggests making the first sentence of a letter to such a contact strong enough to make you take your feet off the desk if you were sitting in the employer's chair. Perhaps somewhat exaggerated, but the point is to make the employer want to read further.

The center of the letter should be devoted to brief facts about your experience and accomplishments. Indicate how you can benefit the organization. Do not repeat your resume, but draw attention to it. From your job market research, you should be sufficiently knowledgeable about the company to refer to their activities and needs.

To assure that a meeting occurs, take control of making contact. Specify a date, four to five working days after you have sent the letter, when you will call. If you have any fear that the letter may not reach the person for whom it is intended, mark it "personal and confidential" and/or send it special delivery or certified mail.

With this individualized approach, you should reap more interviews than if you opted for mass mailings of your resume alone unaccompanied by personalized cover letters. However, since the largest percentage of jobs are gotten through referrals and contacts, you should concentrate your efforts in another direction — the interview for information.

An information interview is one that you arrange with a well-placed professional in your field, preferably a decision maker. In such a meeting, your immediate goal is not a job offer, but rather information about your field and the people and organizations in it. The primary purpose of this sort of interview is to generate contacts and referrals and thus to hear about some of the eighty to ninety percent of job opportunities that are not advertised. *Who's Hiring Who?* and *What Color Is Your Parachute?* include discussions of the interview for information.

Pierson Associates recommends a four-step process for using this effective technique:

1. Send a letter requesting an interview for information
2. Telephone to arrange a time to meet
3. Interview for information
4. Send a follow-up letter

Letter Requesting Interview for Information

Send a letter, accompanied by a resume, to a decision maker in your field. If not a decision maker, the person should be at least at a level or in a position you might want. The purpose of the letter is to sell the idea of getting together; you might want to spell out that you are at a crossroads in your career and are looking for some information and advice and are not, at this point, looking for an interview for a job. Specify a date, four working days later, when you will call to arrange for the meeting. Then, when you call, try to discuss only the time you might meet; your letter said the rest and the longer you remain on the phone, the less chance there will be for meeting face to face. (However, be prepared with your questions in the event the person will give you only time on the telephone.) Because decision makers are generally willing to meet with qualified people, you should get a sixty percent return rate with this approach — if you are able to sue the name of a mutual party who referred you, expect a return rate of close to ninety percent.

The Follow-Up Letter

After an interview for information, it is appropriate to send a letter thanking the person for the time spent with you and for the referrals and contacts that were offered. Play back specific information discussed in the interview and describe any follow up action you have taken. Typical remarks to include in such a letter might by: "Please keep me in mind if you find opportunities in which I might be interested," and "I will keep you informed of my job campaign."

Keeping In Touch Letters

When Joan Silberman of Chevy Chase, Maryland was told by a major Washington, D.C. employer that she did not have enough experience for their current marketing opening but to keep in touch, she did just that. Periodically, to keep her name coming across his desk, Joan dropped her contact a short letter informing him of her career growth and of the relevant experience she was acquiring. Nine months later, out of the blue, came a job offer in the upper $20,000's — much more than the original position paid. Keeping in touch does pay dividends.

Thank You Letter After An Interview

Frank Dietz, Director of Corporate Personnel at Planning Research Corporation in Washington, D.C., believes that a thank you letter after the job interview is impressive and shows class. Since only two to four percent of all job hunters bother, it will set you apart from the competition and may help decision makers make up their minds. Send a strong thank you letter one to two days after the interview. You do not want to overkill by making the communication too lengthy or elaborate but thank the person for his time and tell of your interest in the position. Review your special skills and accomplishments (including some you may have forgotten to cover because of nervousness during the interview); i.e., "The reason I believe I am particularly qualified is that . . ." As in other communications, take control of the contact; i.e., "I am difficult to reach, so will call you Tuesday . . ."

Thank You Letter After A Rejection

If you go through several interviews and then are rejected, consider sending a bang-up thank you letter. There are tales about job hunters who have so impressed the organization that they have been reconsidered and hired, based on the quality of such letters.

Another Kind of Thank You Letter

Donald Sweet advises letting friends and associates you see infrequently know where you have relocated and thanking them for their assistance in serving as sources of contacts. Since it is human nature to do a little extra for someone who is thoughtful and courteous, this sets the stage for the assistance you may need from them in the future.

Letters of Acceptance

Richard Irish, in *Go Hire Yourself an Employer*, advises applicants not to accept a job until salary and meaningful fringe benefits have been agreed upon verbally and clearly written out in an "employment agreement" describing details of employment (including time of your salary review). If such a letter isn't forthcoming from the employer, Paul Sniffin suggests writing one of your own, formally accepting the position and reviewing all verbal agreements. This letter will go into your personnel file and will prevent misunderstandings in the event the individual who hired you forgets his promises or leaves the company before you terminate employment.

Letters of Resignation

Sniffin correctly views this category of letter to be related to job hunting since it is likely you may want to use your former employer as a reference and perhaps even a referral. In a brief letter stating your resignation, leave good feelings behind by thanking your employer for the opportunity to have worked with him. To prepare him for giving you a superior reference, review some of your accomplishments while working with the company. A positive attitude, even to the bitter end, will encourage your employer to come through for you.

In General

For all these communications, choose good quality standard-sized paper on which to *type* your letters. Select a type with a professional appearance and be sure that the ribbon is sufficiently dark. The letters should be concise; even cover letters need not be more than one-half to two-thirds of a page long. Although it goes without saying that spelling and grammar should be perfect, errors will slip by unless you make it a practice to reread your letters several times. To avoid having your communications appear too slick or too much like others received by the employer, write them yourself. However, you may find it helpful to have them critiqued by a family member or friend or by a professional person in your job target area. The point is to get honest feedback from an interested person whose opinion you respect.

Unless you are an accomplished writer, you probably will find that writing employment communications involves a lot of effort. As with other skills, however, proficiency will develop with practice, and you can borrow ideas from copies of letters written previously. A well-written communication is a representation of you and is available for the employer to look at many times. Since you are competing with many other qualified applicants, your extra efforts are bound to make an impression. Remember, the competition usually doesn't bother.

— from *Women's Work*, July/August 1980

The Cover Letter

- Always enclose a covering letter when you send a resume.
- The cover letter personalizes your application for employment and attempts to motivate a prospective employer to read your resume.

Tips

1. Address your letter to a specific person, by name, if possible.
2. Describe yourself in terms of the contribution you can make to the employer and the organization and in terms that express your individuality, motivation, work style and personality.
3. Refer to your resume without repeating the information outlined in it.
4. Use simple direct language and correct grammar and punctuation.
5. Have it typed neatly in good business letter format.
6. Keep it short.

Components of a Cover Letter

1. Introducing Paragraph
   - Announce the position for which you are applying
   - Indicate how you learned about the position
   - Connect the letter to your enclosed resume
2. Content Paragraph(s)
   - Describe yourself and your strengths in relation to the position.
   - Relate your assets to the position without repeating the information you have outlined in your resume.
   - Use words and phrases that describe you as an individual, e.g., highly-motivated, experienced, mature, enthusiastic
   - Use words that indicate you are knowledgeable about the techniques, responsibilities and procedures required by the position
3. Closing Paragraph
   - Set the stage for an interview and further contact.

JEANNE SCOTT
413 North Drive
Anytown, N.Y. 10601
(628) 428-6457

February 28, 1980

Mr. John Adams
4 West 5 Street
Anytown, N.Y. 12256

Dear Mr. Adams:

As my enclosed resume illustrates, I am well qualified for the position of aide to the President which you advertised in the *New York Times*, on February 25, 1980.

I am a conscientious, efficient, enthusiastic person and enjoy working with people and assuming responsibility. I believe I can make a valuable contribution to your organization.

I would appreciate an opportunity to talk with you about my abilities and how I can use them to enhance the functioning of your business.

Thank you for your consideration.

Very truly yours,

Jeanne Scott

Rocky Hill Road
Dillon, New York 10580

February 28, 1980

Mr. Joseph Martin
Plains Manufacturing Corporation
412 West Street
Anytown, New York 10601

Dear Mr. Martin:

I am applying for a position in Production Control in the Plains Manufacturing Corporation. As you can see from my enclosed resume, I have the qualifications and appropriate experience.

I am well organized, highly motivated, and reliable in the work setting. My ability to gain the cooperation of fellow workers and the respect of my employers would make me an asset to your corporation. The broad variety of tasks I have had experience with in production control provides me with excellent preparation to contribute to a large and prestigious company such as Plains Manufacturing Corporation.

I would appreciate an opportunity to meet with you to discuss in further detail my background and the requirements for a position in production control in your firm. Thank you for your consideration.

Sincerely yours,

Bill W. Steen

CAREER AND EDUCATION PLAN

The following exercise is designed to help you make a plan using the decision-making model.

STEP 1: IDENTIFYING THE DECISION TO BE MADE

Describe your career goals:

Describe your educational goals:

Describe your personal goals:

STEP 2: GATHERING INFORMATION

A. Gather information about self. Identify your:

interests:

skills:

values:

B. Gather information about the world of work. Identify the first choice career you have explored and are interested in pursuing.

STEP 3: IDENTIFYING THE ALTERNATIVES

List at least 2 alternate career options you identified during the career information phase of the workshop.

STEP 4: WEIGHING THE EVIDENCE (IDENTIFYING THE RISK AND CONSEQUENCE OF EACH ALTERNATIVE)

Now that you have reviewed your career decisions and listed other possibilities, you need to review the alternatives and evaluate which one is appropriate for you. To do this evaluation you must identify the risks associated with a potential choice. For each of your choices complete the following exercise:

RISK TAKING EXERCISE

1. Assess the positive and negative consequences of pursuing each alternative by filling in the answers below.

OPTION 1:

Positive Consequences	Negative Consequences
A.	A.
B.	B.
C.	C.

2. Can the negative consequences of your choice be changed?

3. If so, how?

4. List the resources you can use to make the change.

5. What could be the "worst" that could happen?

REPEAT THIS PROCESS FOR AS MANY ALTERNATIVES AS YOU LISTED.

STEP 5: CHOOSING AMONG ALTERNATIVES

After weighing the risks and outcomes of your alternatives, what career decision are you ready to make?

STEP 6: PLANNING AND TAKING ACTION

Making a decision is only the first part of the decision-making process. You need to plan how you will execute the decision and actually follow through on your plans.

Complete the Career Development Plan on the next page using all the information you have learned in this workshop.

STEP 7: REVIEWING AND ANALYZING THE RESULTS

This final step is crucial. It forces you to evaluate whether you are successfully moving toward your goal or getting stuck along the way. If you can answer questions like, ''Am I getting closer to my goals?'' and ''Am I happy with where I am with my career choice?'' chances are you have made a good decision and a good plan for yourself.

If you answer those questions negatively, then it may be time to review Steps 4 - 8 in the career decision-making process. Perhaps your decision was too broad and you need to narrow it. Or, perhaps you pointed yourself in the wrong direction and need to evaluate what your goals should be. Decision-making is an on-going process, don't be afraid to review and analyze, it will help in future decisions.

What ever you decide . . .

CAREER DEVELOPMENT PLAN

1. What strategies do you plan to use to implement your decision:

   Short term?

   Long term?

2. What resources will you use?

   Short term?

   Long term?

3. List the first 3 steps you will take in implementing this decision.

STEPS	TIME NEEDED TO FINISH
1.	
2.	
3.	

4. Predict the kinds of problems you expect to emerge from the decisions you just made.

5. What effects will the changing economy have on your plans for the future?

INTERVIEWING TIPS

1. Never respond personally . . . always vocationally.
2. Have success stories in your head . . . be ready to tell about yourself.
3. Know what you want . . . don't say you'll take anything.
4. Sell yourself, or be ready to, as an asset to the company . . . tell what you can do for them.
5. Know what kinds of work excites you . . . and what kinds of situations you would rather avoid.
6. Be specific about your preferences. It makes you sound more knowledgeable. Research will assist you in this area.
7. Do your research into the functioning and organization of the prospective employer. This indicates real interest, motivation, and an honest concern for where you will fit in. Be prepared for obvious questions — "why do you want to be a . . ., why do you want to work for . . .?"
8. Discuss experiences which are directly related to the position you are seeking. Certain skills are always transferable . . . administration, analytical, etc.
9. Be as honest and direct as possible.
10. If you are unsure of what is being sought in a particular question, ask the interviewer to elaborate on what personal and professional qualities the company wants in a "manager," or "clerk," or whatever. It is then your responsibility to prove that you have these characteristics.
11. Dress appropriately. Arrive on time. Bring with you any pertinent information they may be seeking as well as a copy of your resume.
12. Know what your minimum salary would be. Know what the average is for this type of work. Research will help here. You do not have to accept a salary offer immediately.
13. Develop a positive attitude about previous employment. State positive reasons for stopping work.
14. Appropriate body language, posture, gestures, and voice tone are important.
15. If you are interested in the position, always follow-up the interview with a "Thank You" letter.
16. Conduct yourself from a position of strength; be as at ease as possible; be confident.
17. Prepare questions about salary, benefits, work schedules, travel, special situations, advancement, etc., to ask the interviewer.
18. Be prepared for personal questions concerning your marital status, children and child care, time management, etc. Decide in advance how you want to respond to them.

INTERVIEW SUGGESTIONS FOR ROLE PLAYING

Questions Frequently Asked During Job Interview

1. Tell me about yourself.
2. Why do you think you would like this particular type of job?
3. What led you to choose your particular field? What do you like about it? What don't you like about it?
4. What are the most important considerations for you in choosing a job?
5. What do you see yourself doing five years from now? Ten years from now? What are your long-range goals?
6. If you are married, how does your spouse view your job?*
7. What would you say is your strongest attribute, or what are your assets?
8. What are your ideas on salary? How much money do you want to be earning ten (10) years from now?
9. What do you think that you can contribute to our company that would make us want to hire you?
10. How did you get along with former employees?
11. Do you prefer working with others or by yourself?
12. If you have pre-school children, who will take care of them while you are working and what will you do if your children are sick?*
13. Why do you want to work in this position?
14. What can I do for you?
15. What is your major weakness?
16. What do you know about our company, institution, or organization?
17. How do you spend your leisure time? Hobbies?
18. Are there any questions that you want to ask?

* Questions that are of a sensitive nature and may in some instances be illegal. Refer to "Touchy Questions".

TOUCHY QUESTIONS

What do you do when you are asked a troublesome question on a job interview? It is best to be prepared in advance if you feel that you have some problem areas in your background. Keep in mind several points:

- Be direct and honest in your reply. Evasive answers will only make the interviewer suspicious.
- Emphasize your good points so that the focus is on what you can offer the company. Be polite at all times.
- Reassure the interviewer that potential "problem" areas will be taken care of or are of no issue, i.e., babysitting arrangements, health concerns, travel means.
- Give well thought out answers if you are questioned about gaps in your employment history or if there were a series of many jobs over a short period of time. You might say, "I was self-employed at the time" or "I am now on the right track".
- If you feel that the question is illegal, you might politely question its relevancy to your employment.
- Failing all else, you might suggest as tactfully as possible that you will refrain from answering it because of the irrelevancy of the question. The Labor Department, The Civil Liberties Union, and the Human Rights Commission can answer questions about the legality of employment questions.

Remember there is no single solution to handling touchy questions gracefully. The case will depend upon how badly you want the job and how offensive you find the questions.

INTERVIEWING

Do's

- enjoy the interview and meeting the interviewer
- express enthusiasm and optimism
- be clear and concise — answer factual questions as succinctly and briefly as possible
- listen carefully and try to respond to what you have heard
- if you don't know, say so, but indicate you will seek the answer
- emphasize accomplishments, stress achievements
- be modestly confident, dwell on the positive
- pick up clues and react
- be flexible
- be natural, sincere and straightforward
- stop yourself from rambling by asking if you have answered the questions
- allow the interviewer to be in control

Don'ts

- don't smoke unless the interviewer offers
- don't chew gum
- don't freeze or become tense
- don't be deadpan
- don't be overly eager or desperate
- don't talk too much — or too little
- don't interrupt
- don't try to bluff
- don't attempt to draw out the interview
- don't try to be funny or cute
- don't bring up race, religion, politics
- don't volunteer negative information about yourself — or anyone else
- don't be overconfident and overbearing
- don't be cloying, subservient
- don't be rigid
- don't be vague

INFORMATION INTERVIEW

"...everybody with a normal vanity quotient loves to be interviewed for information in his/her field. Do you know anyone who doesn't like to give advice?"

- R. Irish, Go Hire Yourself an Employer

Who can I talk to to find out the ins and outs of successfully pursuing a career in my field of interest? Where can I get the most accurate information about this field and what goes on in it? THE BEST CAREER INFORMATION COMES FROM PEOPLE WHO ARE ACTIVE AND SUCCESSFUL AND KNOWLEDGEABLE IN YOUR FIELD OF INTEREST. INTERVIEW THEM!

But - you object - I can't expect these important people to give *me* their time!

Please re-read the quotation above and remember four things:

1. *You are not asking for a job.* You are simply asking for information.
2. *You have the right, and a responsibility to yourself,* to seek advice and information from those who can best help you.
3. The most effective action you can take in behalf of yourself is to *develop mentors.* Mentors are people, expert in your field who can advise you and keep you in touch with opportunities. You will also need to *develop professional contacts* - people in, or related to, your field who help each other out professionally by exchanging information about what's going on.
4. *Because you are interviewing them, you are in charge and they can relax.* You ask the questions. They can lean back and talk to their heart's content, and they will!

HOW DO I FIND OUT WHO THESE PEOPLE ARE? Ask, "Do you know anyone who...(is knowledgeable about, or is an expert in, or I can talk to about _____ [field or occupation])?" Then ask, "May I use your name?"

Another way. READ

HOW CAN I CONDUCT THESE INFORMATION INTERVIEWS MOST EFFECTIVELY?

1. PREPARE. Inform yourself about the field, the organization, and the person you will be interviewing.
2. Prepare a list of the questions you want to ask, and some that you know will be interesting to answer.
3. PRACTICE. Review the Phone Call and the Information Interview Rating Sheet. Practice interviewing people for information. You'll find that people really like to talk about themselves and their work.
4. EXPRESS INTEREST, listen, show enthusiasm, appreciation. See Tips for Effective Interviewing.

RISK TAKING

How does one evaluate a career risk? How does one weigh the pros and cons of such a major decision?

The gains are big if it works and, conversely, the losses are large if it does not. It involves considerable uncertainty and abiguity about how it will turn out. The consequences can often be long term and irreversible. The outcome of the risk must really matter to you and to your sense of who you are. Your heart and soul must be caught up in it. Risk taking involves change and change, no matter how exhilerating, is also frightening. Risk means facing fear, handling anxiety, and moving beyond it.

There are different stages in a career risk. Briefly stated they include the following:

1. *Feelings of dissatisfaction*, unhappiness, discontent in your present career or position. You become aware of the negative feelings in a particular job situation.

2. *Realization that there is a need to make a change.* Feelings of frustration shift to a more hopeful key as one begins to see some available options.

   The advantages and disadvantages of the options are identified. "What is the worst possible outcome and can I live with that outcome" is the most important question. If you are honest, you will come to a bottom line about what you will risk and what you will not. (That's the scary and heady part. You find out who you are and what you are willing to sacrifice.)

3. *Dealing with uncertainty.* You have to pay attention to what you are giving up and you have to recognize what that loss will mean to you. Anxiety will exist for some. With a more balanced risk, where gains and losses are equal, there is real ambivalence.

4. *Reducing the risk through preparation.* Take enough time. Don't be lured into thinking the decision has to be made immediately. Investigate further.

5. *Let the decision sit for a bit to see how it works.* Will you feel comfortable?

6. *Acting on the decision.* Trust yourself and jump.

Remember that when there is something that is genuinely appropriate to reach for, most people will feel happier about themselves if they give risk a try.

SESSION VI

Goals: To prepare for closure at the last session, to further define career and educational goals, to continue the job hunt, and to provide information about traditional and non-traditional learning and career options.

Objectives: Workshop participants will:

1. Begin to discuss and prepare for the seminar to end.
2. Further define their career and educational goals.
3. Continue to apply job seeking strategies.

SESSION VI OUTLINE

Activities

1. Review steps toward goals and prepare for seminar closure (15 minutes)
2. Book reviews (10 minutes)
3. Provide information about traditional and non-traditional learning options (20 minutes)
4. Continue the Job Hunt: interviewing, job applications, resumes (1 hour and 15 minutes)
5. Distribute handouts

Materials

For use during Session VI

A. "The Application Form"

B. Sample Application Form for Employment

Handout

For discussion at next session or for clients' information

A. Name and Address Sheet

SESSION VI ACTIVITIES

Activity 1. Review steps toward career and educational goals (Career and Education Plan) and prepare for seminar closure.

Explanation

Making specific action plans will give workshop members the counseling they need at this time. As these plans are discussed in the group, individuals can hear themselves talk about them and can benefit from the reactions of others in the group and from hearing others' plans. The realization that this session is the next to last one of the seminar often motivates members of the group to solidify their thoughts about the future and take concrete steps before the final session.

Counselor Instructions

Counsel the group carefully and skillfully as in the previous session. But remind everyone that the next session will be the last one. You can say:

> "As you know, this is the sixth session of the seminar. The next session will be the last one. Between now and the next session, try to plan the specific actions that will let you make new career decisions or let you carry out the decisions you've made. Let's talk about some of them now. . ."

Although you want to help each individual attain closure for the seminar, be careful not to create an unusual sense of urgency. You can say:

> "I know some of you must be feeling anxious because the seminar is ending. I want to assure you that I will be available to you even after the seminar is over. It may take a little time for some of you to test out your plans. You can always call me up to discuss them with me if you want to."

Process

The process is the same as in the previous sessions. Create a climate of encouragement, excitement about the future and realistic optimism. Be sure, however, to be sensitive to those who are not yet ready to take action. In some instances the work of the seminar will not take effect until well after its conclusion.

Activity 2. Book Review Time: 10 minutes

Proceed as you did in the previous sessions.

Activity 3. Provide information about traditional and non-traditional learning options Time: 20 minutes

Explanation

Career change often necessitates further training and/or education. People are often not aware of the variety of educational programs and activities that are especially designed for adult re-entry students.

Counselor Instructions

Discuss various alternative educational options, explaining the educational terminology re-entry students will need to know. Research such non-traditional practices as earning college credit for prior college level learning, CLEP examinations, the Regents External Degree Program, weekend colleges, Empire State College, special scheduling of classes for working adult students, etc. Discuss programs offered by some of the colleges, school districts, BOCES and other occupational agencies in your area. Refer group members to the career and educational resource center and to directories of learning programs in their area if one is available.

Activity 4. Continue the Job Hunt Time: 1 hour and 15 minutes

A. *Job Applications*

Explanation

We cannot assume that all are able to complete a job application when they are required to do so in a personnel office, immediately before an interview or while sitting at the desk of a prospective employer. These forms may be completed more effectively if job hunters are prepared beforehand to answer the questions most frequently asked.

Counselor Instructions

Distribute "An Application Form" and "How to Fill Out a Job Application". Discuss the specifics of completing the application forms. Suggest that people complete the blank forms you have given them before the next session. At that time you will help them correct the forms and distribute new blank applications which they can complete correctly and use in future employment situations. Discuss each issue raised in the handout, "The Application Form" and review the items found on the "Application Form for Employment."

B. *Interviewing*

Explanation

Interviewing techniques make the difference between success or failure. Job hunters should learn beforehand about the process and should practice interviewing skills.

Counselor Instructions

Review "Interview Tips" and "Do's and Don'ts" of interviewing. Cover such issues as dressing for the interview, preparing for the interview and communication skills.

Lead into role playing using "Interview Questions".

Introduce role playing by asking any one of the interview questions such as:

"Tell me about yourself."

Ask for responses from everyone who wants to participate.

You can either continue role playing in this manner or set up a more structured role-playing exercise. You may play the role of the interviewer or you can ask for volunteers to play interviewers and job applicants.

For realism, if you wish, you can be prepared with each question typed on a separate card.

Ask the other group members to suggest effective answers. Suggest some yourself.

Ask each person to practice answering the interview questions between this seminar session and the next. Emphasize the need to practice with a friend or relative or by answering out loud into a mirror or while driving the car, washing the dishes or shaving.

Explain that more work will be done on interviewing at the next session.

Process

Your role here again is to help people take control of a situation that is normally uncomfortable. If they are armed with effective answers to questions that may be asked, they will approach a job interview with the confidence they need to succeed. Personal questions such as, "Do you expect to get married?", "How many girlfriends do you have?" Might be answered, "My personal life will not affect my ability to do an excellent job for you.", or "I have made arrangements for my personal life and am ready and available to make a valuable contribution to your firm." You can help individuals express their fears about interviewing and help them realize that if they go to an interview expecting to meet an interesting person and have a good talk, they will be winners.

C. *Resumes: Third and Final Draft*

Counselor Instructions

Discuss reproducing the resume. Suggest that only 15 to 20 copies be made, unless a massive job hunt is to begin. Explain that the resume needs to be updated every three to six months as new experiences arise. Show how bond paper can be used in a photocopy machine to reproduce copies that look like originals. Explain that having a resume offset may be less expensive if many copies are needed. However, a neatly typed resume is usually as effective as a printed one.

Examine each of the second drafts of the resume. Share them with the group again. Look for form, style and content. Make suggestions about margins and categories, and evaluate them again for appropriate format: functional or chronological.

Assign the last and final draft (typed if possible) to be completed for the next seminar session. But make clear that all should bring their next draft to the last session even if it is not typed or in final form. Explain that you will have time then to give each person's resume individual attention.

D. *The Cover Letter (continued)*

Counselor Instructions

Ask people to pass their cover letter drafts around the room. As you receive the, choose a few for examples. Suggest improvements and point out why some are effective. Generate discussion to help members improve their cover letters for the next session.

In providing closure for this next-to-last session, be sure to point out how important it is that each person attend the last session. It will be an opportunity for the group members to pull the work of the seminar together for themselves and prepare to continue with the plans they have made.

Activity 5. Distribute handouts:

— Goal Setting

— Name and Address Sheet

Pass around sheet of paper for each person to sign with name and address and phone numbers. This will be copied and distributed at last session. Explain that all who wish can share their names and addresses with the others so that group members can keep in touch. Tell them you will duplicate the list and that everybody can have a copy at the end of the workshop.

It would be in keeping with the philosophy of the workshop for you to add your own name, address and phone number to the list, offering participants the opportunity to return for additional counseling after the workshop is over and inviting them to stay in telephone conact with you.

THE APPLICATION FORM

The purpose of the application form is to get you into the interview. Don't write negative things about yourself. The employer might get a negative idea about you.

The employer doesn't have to know everything about you. He only needs to know about things that explain your work abilities.

Tell the employer if you have a physical problem or a disability that seriously affects your job performance. Explain the problem later in the interview. The application form might have questions about hospitalizations, criminal records or reasons for leaving past jobs. You might want to write, "Will explain at interview." This will give you a chance to explain in a positive way.

It's not a good idea to leave blanks empty. You can draw a line through the blank or write, "Will explain at interview."

Read all instructions carefully on the application form before you begin writing on it. The instructions will tell you to use a pen or pencil. Print neatly. Remember, the application describes you to the employer. Make it a good description. Don't take too long when filling the application form. Work as quickly as you can.

Health

Be positive when asked about your health. If you haven't had many problems that interfere with your skills, answer "excellent". If you have had some problems, but adjusted to them, answer "good" or "very good". Never answer "fair" or "poor".

You might be asked to check medical problems from a list on the application. Everyone has had headaches, dizzy spells, and minor muscle and back pains. Don't check these or other small problems unless the problem bothered your work. The employer is interested in your work ability. There will be a question asking if you have any physical or health limitations. If you have a hearing loss, write "hearing impaired".

If the application asks about lost work days or school days in the past year and you missed only a day or two, write that. If you missed more, write "few," unless you lost many and became a serious problem to your past employer. If you weren't employed or in school last year, write "will explain at interview" or draw a line through the space.

Interests or Hobbies

When asked about interests or hobbies, write about things you like to do and are similar to the job you are applying for. Remember, don't list yourself as a member of religious groups, political clubs or organizations. Don't list any club that might not be well accepted by the employer or society; for example, the "Hell's Angels" . When you have doubts, don't list a club.

Crime Convictions

There might be questions about arrest or crime convictions. The employer can't legally require information about arrests because an arrest doesn't mean you were guilty. The employer does have a right to know about felony convictions, like stealing. You can either write "will explain at interview" or you can write "no". If you lie on the application, you might have to explain after you've been hired and been a good worker. This might be all right with your employer if you've been doing a good job. Or, he may fire you for writing false information on he application. You have a choice.

Previous Employment Record

You will also be asked to list your employment record or past employment experiences. Remember, don't use negative words like "fired" or "unemployed" on the application. Use words like "laid off," "let me go" or "looking for work" when you write why you left a job.

If you don't have any or many past employers, list part-time or volunteer work experience; for example, housekeeping, babysitting, paper route, hospital volunteer, or scout leader.

References

At the end of the application form you might have to list two or three references. Remember, list people who know about your abilities. Many applications will ask that you not use relatives or past employers as references.

Inform the people you choose for references. Tell them you are using their names. Then they'll be prepared if a possible employer asks about you.

You might not have written that you have a disability or a criminal record on the application. Then don't use your doctor, vocational counselor or probation officer as a reference. If you said you had a disability or a criminal record, you can list your doctor, vocational counselor or probation officer. The employer will probably want to check with them and ask if you are ready for work.

Take the sample application with you if you have trouble remembering dates, addresses, or other details asked on an application. Copy the information from the sample when filling out other applications. You can also bring it along to the interview. Maybe you will be asked to write more complete information during the interview.

THE APPLICATION FORM

Be Prepared

- Bring with your resume a completed "application form" sample. You can use it for dates, places and information.
- Bring with you the names, addresses and telephone numbers of reference.

Completing The Application Form

- Read all instructions carefully before you begin to write on the application form
- Use pen or pencil as directed
- Print neatly
- Work as quickly as you can
- Don't write negative things about yourself
- Stick to your work abilities
- Indicate if you have a physical problem or a disability that seriously affects your job performance with regard to questions about hospitalizations, criminal records or reasons for leaving past jobs. You might want to write, "Will explain at interview."
- Be positive about your health. If you haven't had many problems that interfere with your work, answer "excellent". If you have had some problems, but adjusted to them, answer "good" or "very good". Never answer "fair" or "poor".
- If you weren't employed or in school last year, write "Will explain at interview".
- When asked about interest or hobbies, write about things you like to do that are similar to the job you are applying for.
- When you outline your work history, don't use negative words like "fired" or "unemployed" on the application. Use words like "laid off" or "looking for work".
- If you don't have any or many past employers, list part-time or volunteer work experience; for example, housekeeping, babysitting, hospital volunteer, fund raiser.
- At the end of the application form you will be asked to list two or three references. List people who know your abilities.
- Inform the people whom you intend to use as references. Tell them you are using their names. They will then be prepared if a prospective employer asks about you.

SAMPLE APPLICATION FORM FOR EMPLOYMENT

(Office Use Only)

Title of Position _____ Date _____

NAME: Last First Middle or Maiden

U.S. Citizen Yes ( ) No ( )

If Citizen by birth ( ) Naturalization ( )

Mr. ( )
Mrs. ( )
Miss ( )

ADDRESS: No. Street City State

TELEPHONE: Height Weight

Do you have a driver's license? Yes ( ) No ( )

Type:

Social Security Number

- Do you have any impairments that would interfere with your ability to perform the job for which you have applied?

EDUCATION	NAME AND LOCATION	Dates of Attendance	Course or major	Degree
HIGH SCHOOL				
COLLEGE OR BUSINESS SCHOOL				
GRADUATE OR PROFESSIONAL SCHOOL				
OTHER				

List any professional or trade licenses you have: Issued by Number Date Issued

Can you type?
Yes ( ) No ( )
WPM --

Can you take shorthand?
Yes ( ) No ( )
WPM --

Can you operate any other office machines? If so, specify:

PREVIOUS EMPLOYMENT AND EXPERIENCE

Name and Address of Employer	From mo. yr.	To mo. yr.	Kind of Work	Salary (if any)	Reason for Leaving
1.					
2.					
3.					

List any other training or experience which might qualify you for the position sought:

Veteran ( ) Disabled Veteran ( ) Active Reserve ( ) Draft Status

If veteran, fill in the following:

Branch of Service: From: To: Type of Discharge:

Do you operate any other automotive equipment? If so, specify:

Have you ever been convicted of a crime? Give details.

The answers to the foregoing questions are true and correct to the best of my knowledge and belief, and I fully understand that any willful misstatement of material facts may lead to disqualification.

Date _____ Applicant's Signature _____

OPTIONAL

Biographical Data for Public Relations Files

Honors: Professional or other _____

Hobbies and special interests: _____

_____

Family: Spouse, if any _____

His (her) occupation: _____

Children, if any: _____

Names, schools, arts, etc., any items of interest: _____

_____

_____

_____

SESSION VII

Goal: To provide closure for the workshop by concluding the job seeking techniques and reinforcing the ability of participants to carry out the educational/career action plans formulated during the seminar.

Objectives: Workshop participants will:

1. Express the feeling about the workshop ending.
2. Answer questions that address how they will continue in their career development after the workshop.
3. State the ways they will implement their Educational/Career Action Plans formulated during the workshop.
4. Conclude the review of job hunting techniques.

SESSION VII OUTLINE

Activities

1. Ventilate feelings about the end of the workshop (10 minutes).
2. Book reviews (15 minutes).
3. The Circle (process for closure) (20 minutes)
4. Discussion abut specific issues as needed (10 minutes).
5. The Job Hunt conclusion (25 minutes)
6. Workshop closure (5 minutes)
7. Summation questions and Evaluation (review each client's resume and cover letter) (30 minutes)

Materials

For Use in Session VII

A. "Circle"
B. "Interview Follow-Up Letter"
C. Summation Questions
D. Evaluation Form

Handouts

Duplicated name and address sheets.

SESSION VII ACTIVITIES

Activity 1. Ventilate feelings about the end of the workshop Time: 10 minutes

Explanation

If career development is viewed as moving through successive stages, then the conclusion of the workshop is part of a continuing developmental process. The last session is not an end but rather the beginning of further career development. The notion that one never arrives but is always on the way is essential to continuing career growth. (Review Career and Education Plan.)

Counselor Instructions

Pass around the address sheet which was collected and xeroxed after Session VI. Explain that all who wish can share their names and addresses with the others so that group members can keep in touch. Tell them you will duplicate the list and that everybody can have a copy at the end of the workshop.

It would be in keeping with the philosophy of the workshop for you to add your own name, address and phone number to the list, offering participants the opportunity to return for additional counseling after the workshop is over and inviting them to stay in telephone contact with you.

Give all group members a chance to ventilate their feelings about the end of the workshop.

Process

Help group members put the conclusion of the seminar into their continuing education development perspective. Stress their ability to control their lives. Remind them that they have learned a logical step-by-step process that they can use on their own as they face career and educational choices.

Activity 2. Book reviews Time: 15 minutes

Process reviews as before.

Activity 3. The Circle Time: 20 minutes

Explanation

The "Circle" is a continuation of the "Shield" exercise which was required in the first session of the workshop. Its purpose is to verify the self-awareness process begun in the first session. It also lets group members examine how they have changed their views since the first session. Its focus is on new goals established and steps needed to realize them. It helps people commit themselves in writing to their newly laid plans. This exercise can help to identify and reinforce the perspective transformation that was a goal of the workshop.

Counselor Instructions

1. Distribute the "Circle".
2. Ask participants to write their names on it and to spend a few minutes completing the exercise.

   You can say:

   "This may look the same as the "Shield" you completed at the first session, but you will see it is different. You should find it interesting to complete at this particular time."
3. Process the "Circle" exercise in a group discussion with emphasis on taking the "First step".
4. After the group discussion, collect the completed Circles and file them in each person's file.

Process

Begin group discussion by asking members what a changes in themselves they can recognize since the first session.

Discuss the changes while helping group members analyze new perspectives they may have gained during the workshop.

Pay special attention to the inner ring of the circle. Discuss participants' goals, the preparation needed and the first step each plans to take. The reassurance they give each other about their ability to take the necessary steps provides support for each person's career development process. People tend to be more responsible about taking action when they have declared their intention to do so in front of others who are concerned. This group process is a powerful setting in which plans can be developed, examined and later carried out.

Activity 4. Discussion About Specific Issue as Needed Time: 10 minutes

Counselor Instructions

Use this time in open-ended discussion of issues and questions group members want clarified or attended to.

These may include questions about particular educational programs, financial aid or job hunting concerns that were not dealt with during the workshop.

Be concrete with suggestions for action and sources of further information.

Activity 5. The Job Hunt (Conclusion), Interviews, Techniques (Continued) Time: 25 minutes

1. *Interview Follow-up*

Explanation

It is important that job hunters use the time after an interview effectively. A critical review of one's own interview behavior can help one prepare for the next interview or decide how to follow up this one.

Counselor Instructions

Discuss follow-up activities. Point out the need for evaluating interview behavior and answers. Suggest that immediately after the interview, it is important to recall the questions that were asked and write them on a pad. Suggest that each answer they gave be evaluated and alternatives developed for those they did not like.

Distribute "Interview Follow-Up Letter". Review its contents. Point out that people can correct any mistakes they felt they made at the interview, and also can re-emphasize their strengths for the position in a letter following up the interview.

Suggest that the follow-up letter be sent within three days of the interview. Help those who want to write a basic follow-up letter.

2. *Interview role playing*

Counselor Instructions

Give group members the change to try out answers to some of the questions they may be asked at an interview.

Use role playing, if time allows, to help them reduce their anxiety about interviewing.

Help them decide how to answer problem questions.

3. *Review resume final drafts and cover letters.*

Talk about questions related to the final drafts of the resumes and the cover letters in a group discussion. Explain that while everyone is completing the next exercise, you will go over in detail each person's resume and cover letter.

Activity 6. Workshop Closing Time: 5 minutes

Objective: To provide closure for the workshop.

Explanation

Although the Circle exercise allows group members to assess where they are, what changed took place in their thinking during the workshop, and what they might do in the future to develop career plans, you must provide closure for the group process as a whole.

Counselor Instructions

Provide a summary of how you believe the workshop experience has been useful, reminding members of occurrences in the group workshop that were significant to them. Reinforce the changes that have occurred in their thinking and the commitments each person made to take concrete action after the end of the workshop.

Process

Each person will have a sense of closure if he or she leave the group with clearly identified plans in mind.

Activity 7. "Summation Questions" Time: 30 minutes

Explanation

At this time, participants can assess what they got from the workshop and evaluate it. Writing about the specific plans they have made for further education or job hunting helps them commit themselves to those plans. It can also help them reflect on the transformation of their perspective that occurred during the workshop. Each closure activity is designed to empower individuals to take control of their lives, assume responsibility for the choices and apply career decision-making strategies in the future.

Counselor Instructions

Distribute the "Summation Questions", and ask group members to write their names on their sheets. Explain that they will have time to think through their answers and write them down. Be sure to collect the "Summation Questions" and answers before the end of the session. While everyone is answering the Summation Questions, ask each person in turn to meet with you someplace in the room outside of the group circle.

Distribute evaluation form and ask participants to complete anonymously.

Review each person's resume and cover letter. Make suggestions and edit as necessary. Use this opportunity to say good-bye to the members, wishing them well for the plans they made and inviting them to keep in touch with you. If they are not satisfied with their resumes, tell them you will be happy to review another draft if they send you one in the mail. Distribute xeroxed name and address sheet to all participants.

THE CIRCLE

Where I feel most at home
Things I do well
My career goal
Persons whose lives I most admire
Preparation Needed
First Step
Things about which I have changed my mind recently
Three words I'd like used to describe me
What I would do with one year left to live

INTERVIEW FOLLOW-UP LETTER

4 Wayside Road
Anytown, New York 10538
December 3, 1980

Mr. John Adams
Smith and Smith Company
400 Westchester Street
Anytown, New York 10573

Dear Mr. Adams:

(Thanking for interview)

I enjoyed meeting you last Tuesday and want to express to you again my interest in a position in the mail department of Smith and Smith Company. As a result of our discussion I am even more enthusiastic about working in your company.

(Add new data about self; correct misinformation given at meeting; reinforce skills.)

I think my motivation, willingness to learn, and emotional maturity make me an excellent candidate for the position. My proven skills in processing mail and operating mail machines, and my mechanical abilities, would be readily transferable to the tasks which you said would be required in your mail department.

(Closure)

Thank you for your time and effort on my behalf. I believe I can make a valuable contribution in your company and look forward to hearing from you soon.

Sincerely,

SUMMATION QUESTIONS

Career Development Seminar

Name _____

Answer the following questions on the paper provided. Write as much as you can. This writing experience is good for you if you go back to school or job hunt. There are no right or wrong answers.

1. What did you get out of the workshop? Did it do what you expected? Did you learn something useful? Do you feel better about yourself? Do you have a clearer picture of a career or educational goal?
2. Have you made any plans because of the workshop? These may include: going to school, getting some training, hunting for a job, reorganizing your time, etc. Your plans may include both short-term and long-term goals. They can be simple; they do not have to be grandiose.

COUNSELEE EVALUATION OF CAREER COUNSELING GROUPS

Section I - Demographics (To be completed by counselor)

Operating Agency: _____ Region: _____

Directions for completing Section I:

1) Attach buck slip with counselee's name on it.
2) Fill in information requested on Section I.
3) Give Section I to counselee to staple to Section II while he/she is completing evaluation.
4) After counselee staples Section I and II together, ask him/her to discard buck slip to preserve his/her anonymity.

Participant Data:

1. a) _____ male
   b) _____ female
2. Age:
   a) _____ 16-20
   b) _____ 21-34
   c) _____ 35-54
   d) _____ 55+
3. Educational level of enrolee:
   a) _____ 0-4.9 reading level
   b) _____ 5-7.9 reading level
   c) _____ 8-12 reading level
   d) _____ ESL student
   e) _____ High School graduate
   f) _____ College graduate
4. Besides the career counseling program, is the counselee enrolled in any other program in *your* agency?
   a) _____ yes
   b) _____ no
5. If yes, please specify:
   a) _____ Basic Skills/Literacy (ABE, HSE, ESL)
   b) _____ Any Occupational Program
   c) _____ Single Parent Homemaker Program
   d) _____ General Avocational Continuing Education
   e) _____ Other (specify) _____

Section II

District or Agency Name: _____

Please check the answers to the following questions that best describe your reactions to and possible benefits you may have experienced from the career counseling workshop.

1. Did you get what you hoped for from the counseling?
   a) _____ a great deal
   b) _____ somewhat
   c) _____ not at all
2. Do you have a better understanding of your goals?
   a) _____ yes
   b) _____ no
   c) _____ the same
3. Do you have more self-confidence?
   a) _____ yes
   b) _____ no
   c) _____ the same
4. Do you hae a clearer idea of the kind of job you want in the near future?
   a) _____ yes
   b) _____ no
5. Do you feel you now know how to develop a long range career plan?
   a) _____ yes
   b) _____ no
6. If you answer to #5 is "yes", have you begun to do this?
   a) _____ yes
   b) _____ no
7. Do you now know a number of ways to look for a job?
   a) _____ yes
   b) _____ no
8. When you started the counseling program, were you employed?
   a) _____ yes
   b) _____ no
9. If employed, are you still in the same job?
   a) _____ yes
   b) _____ no

10. If employed, do you plan to seek a better job or promotion in the same career field?

a) _____ yes

b) _____ no

11. If employed, do you plan an eventual career change?

a) _____ yes

b) _____ no

12. Have you gotten a job during or since completing the program?

a) _____ yes

b) _____ no

13. If yes, where and what kind of job?

14. If yes, are you pleased with your job?

a) _____ yes

b) _____ no

15. If not employed, are you seeking employment?

a) _____ yes

b) _____ no

16. Have you decided to get training or education in order to get the job you want?

a) _____ yes

b) _____ no

17. If yes, where?

a) _____ BOCES

b) _____ Community College

c) _____ Four Year College

d) _____ Other (specify)_____

18. Did you feel the career counseling workshop was helpful to you? How?

19. Can you suggest any changes or improvements?

20. Would you be willing to complete a follow-up survey in six months? If yes, please give your name and address below:

SECTION III

Adapting the Model for Literacy Students

INTRODUCTION

The Adult Career Counseling Model has been used successfully with diverse population in New York State since 1968. Since 1982 when the State Education Department began to provide training in the model, it has been clearly demonstrated by a statewide evaluation that outcomes for adults participating has been very positive. Data were available for adults reading at an eighth grade level or above. This meant that program directors of literacy programs could offer this program to high school equivalency students with confidence about its usefulness and effectiveness.

In many literacy programs in the State, however, there has been hesitancy to offer the model to those reading below an eighth grade level. A task force was appointed by the State to examine the model as it was being practiced by some programs for literacy students, to identify positive outcomes for literacy students, to identify successful practices and to recommend adaptations for its use with literacy students, i.e., those reading below eighth grade and those with limited English speaking ability. The task force met in November and December of 1987 and continued work in two sub-committees during most of 1988. Their general conclusions were that . . .

. . . The Career Counseling Model recommended by SED is valid and effective with low level readers and ESL students.

. . . Counselors who have commitment and experience with the model can make it work with these target groups.

. . . A variety of modifications can be utilized for a greater degree of effectiveness with both groups. However, all components of the model should be retained.

. . . Career counseling is just as important for literacy students as for the general population and should be made available to all.

There was, however, a recognition that counselors would need help both with techniques and materials in order to make effective use of the model with adult literacy students. Included in this section are the results of their work including suggested adaptations, suggested techniques and suggested materials. In order to best utilize the material in this section of the manual, it is important to review the suggestions for preliminary steps before you actually begin workshops for literacy students. You may need to order additional print material or duplicate revised handouts, for example.

In addition to general suggestions included in the first part of this section, there follow references to specific techniques and materials for each session of the group career counseling model. Appropriate reading materials have been identified and annotated in a supplementary bibliography. Other handouts have been revised to ease readability levels.

Grateful acknowledgment is made to the Adult Career Counseling Literacy Task Force whose members were as follows: Margaret Anderson, Director, Rockland County Guidance Center; Barbara Bernardino, Counselor, Long Beach City School District; Dr. Joyce Ebmeyer, Counseling Coordinator, Monroe I BOCES; Gladys Eisinger, Counselor, Yonkers Center for Continuing Education; Enrique Garcia, Counselor, Adult Career Counseling & Resource Center, LaGuardia Community College; Barbara Gross, Project Coordinator, Port Washington Public Schools; Catherine Healy, Counselor, Suffolk III BOCES; Regina King, Supervisor of Career Services, NYC Adult & Continuing Education, NYC Board of Education; Sue Licata, Counselor, Maryvale Community Education; Linda Merksamer, Counselor, Suffolk II BOCES; Jean Napper, Coordinator of Adult Curriculum Services, Bronx Community College; Pamela Nichols, Counselor, Monroe I BOCES; Barbara Nocca, Counselor, Yonkers Center for Continuing Education; Jane Schulman, Director, Adult Career Counseling & Resource Center, LaGuardia Community College.

A. PREPARING FOR THE CAREER DEVELOPMENT WORKSHOP

PRELIMINARY STEPS

Counselor Preparation: Before a counselor attempts to conduct a career counseling workshop with low-level readers, it would be desirable for the counselor to acquire experience in conducting the basic career counseling model with students reading at 8th grade level or higher. It is also assumed that the counselor has had training in the basic model and has interned in the basic model with an experienced counselor. With such training and experience, the counselor will find it much easier to adapt the model for literacy students.

The material in this section of the manual is provided to facilitate adaptations. It is also recommended that the counselor attend workshops on the use of this material, if at all possible, or to network with other counselors who have used the adaptations with literacy students.

Student Recruitment: Once the counselor is knowledgeable about the process, the next step is to recruit students to participate in the model. Most literacy students will not know what career counseling is nor what the benefits to them would be. Until a track record of participation has occurred and "word-of-mouth" becomes the recruitment tool, administrators, teachers and counselors will need to help students to understand the value of participation.

This can be accomplished by a number of means. Counselors could make a short presentation to literacy classes, telling them about the program, and involving them in discussion about the content and potential benefits. Students who have participated could share their positive experiences in classroom settings as well as in orientation sessions.

Role of Teachers: In addition, the involvement and support of the classroom teacher is essential. Teachers will need to know about the content of the career counseling program and its potential benefits to students. The teacher's support is necessary for recruitment.

It is also necessary in order to provide the cognitive input for the literacy student. Career education and career information can be infused into the life skills component of literacy classes and can be a worthwhile supplement to the counseling. For students at the lowest reading levels the classroom teacher can assist with introducing new words to reduce informational and communication barriers to the counseling process. Ideally, teachers should be provided an opportunity to learn about the program through staff meetings and, if possible, workshops. Counselors should be involved in those meetings and workshops.

Communication between teachers and counselors is essential. The counselor will depend on the teachers for reading level information and may need help with identifying appropriate career counseling reading material for the groups. The strongest outcomes for students will come from a team effort.

Orientation: It is important that a low-level reader be made comfortable with first steps in the career counseling process. The first piece of paper handed to him or her should not be beyond his or her reading ability. Registration and intake forms should be easy to read. Assistance in the introductory process should be provided.

During orientation the following activities should occur for low-level readers:

- Registration
- Determination of reading level (or ESL proficiency)
- Introduction to career counseling process
- Completion of at least one assessment instrument

Following is an easy-reading registration form and an easy-reading career workshop summary. Also following is a discussion concerning the administering of assessment instruments to low-level readers and issues related to grouping by reading level. Information gained in the orientation session will lay the ground work for the structuring and forming of groups. The orientation session should also reduce the anxiety of students about the career counseling process and invest the student in the process.

Registration/Intake Form

L

For Counselor Use Only:

Intake Location _____

Date _____

Your Name _____

Your Address _____

City _____ State _____ Zip Code _____

Telephone # _____

Are you employed? _____ Yes _____ No

Are you married? _____ single _____ widowed _____ separated/divorced _____

Age _____ Date of Birth _____

For use in Orientation Session

SUMMARY

CAREER DEVELOPMENT WORKSHOP

L

Seven two-hour group sessions concerned with the following areas:

	Session	
	1.	Meet the group; start to get to know yourself.
WHO ARE YOU?	2.	Visit the Career Resource Center. Get to know yourself better.
	3.	Find out more about yourself and career interests.
WHERE ARE YOU GOING?	4.	Learn about your values, and making decisions.
	5.	Start a resume.
	6.	Fill out applications. Start the job hunt.
TAKING ACTION	7.	Practice a job interview.

Attend sessions on time.

If you can't come, phone the Center and leave a message for your counselor.

For Use in Session I
and
Orientation Session

Administering Assessment Instruments: Assessment instruments are essential to the counseling process. All the principles about assessment instruments discussed previously in Sections I and II have application to literacy students. The mere experience of doing an interest inventory can stimulate interest in new areas. This is especially valuable for adults with narrow vocational experiences. The counselor's task is to find means to initiate the process.

Techniques for Administering Assessment Instruments to Low-Level Readers and ESL Students:

- A counselor or other staff member could read the questions to a low-level reader or ESL student.
- Questions could be tape recorded (checking first re-copyright restrictions).
- Some tests are available in other languages such as the Career Assessment Inventory, Kuder Preference Record, etc.
- Prior to the use of standardized instruments, particularly with low-level readers, more career awareness activities might be appropriate. The more exposure to vocational information, the more accurate the results will be.

As an aid for lower level readers, certain principles can be helpful in administering assessment instruments. They include the following:

- Adults should circle items which are confusing and then they can go over problem areas with counselor.
- The counselor can design hand-outs that further explain interpretation.
- A family member may be able to help in administration of an interest inventory at home.
- The importance of the assessment instruments should be de-emphasized so that clients are in a relaxed state of mind when taking them.

The following instruments vary in characteristics. Counselors should have training in any instrument they use so as to be aware of the varying characteristics and so as to select the appropriate instrument. Also included below is information on readability of some instruments as well as information about availability in languages other than English.

- Strong-Campbell Interest Inventory — 8th grade reading level
- Career Assessment Inventory — 6th grade reading level (available in Spanish and French)
- Kuder Preference Record — available in several reading levels
- Self-Directed Search and COPS — two levels available, one non-reader, one above 5th (available in Spanish and French)
- Omnibus Personality Inventory — approximate 8th grade reading level
- 16 PF—Forms A & B — 7th grade reading level
  Form E — 3.3 grade reading level (Sentence structure is complex, however.)
- Myers-Briggs Type Indicator — approximate 8th grade reading level
- Temperament and Values Inventory — 8th grade reading level
- Hogan Personality Inventory — 4th grade reading level

There are a range of tests available. The one chosen should be done with discretion and care for the particular population. There are a number of good instruments on the market which can be used. New counselors should discuss options with an experienced counselor prior to choosing an instrument. Reference should be made to the Code of Fair Testing Practices in Education endorsed by The American Association for Counseling and Development (AACD) and published in September 29, 1988, *Guidepost*, newspaper of the AACD.

ADAPTING THE MODEL FOR LOW-LEVEL READERS

Success Experiences: Students with reading problems often have emotional problems that stem from these reading problems. These students usually have low self-esteem and a poor self-concept. By making sure that these students have "success experiences" when they return to school, a big step is taken toward rebuilding the students' morale and self esteem.

"Success Experiences" means giving the student things to read that he/she will be able to read. Therefore, it is necessary to know both the student's grade level and the reading level of any materials and/or handouts.

Forming Career Counseling Group: In previous sections of this manual, it was recommended that composition of groups be heterogeneous. However, with respect to low-level readers, some students can thrive in a heterogeneous group, while others would get more out of the counseling process in a group homogeneously selected by reading level. What are the factors that should be considered to make the best judgments for grouping?

There is no doubt that a greater learning dynamic occurs in heterogeneous grouping. For literacy students reading at 6th grade or above, heterogeneous groups work well. For highly verbal adults reading below 6th grade, heterogeneous grouping may still be the preferred mode, but care will need to be taken by the counselor to provide substitute reading material or provide more oral activities for the student.

However, for most students reading below a sixth grade level, homogeneous grouping is the preferred mode. The reasons for this are both pragmatic and philosophical. While the counseling process is primarily oral, the need for career information research usually requires reading, and for the competent reader the inclusion of reading material to supplement the verbal interaction greatly enhances the process. If the low-level reader is included in a heterogeneous group, he/she may be frustrated by the inability to read the material, or embarrassed by his/her inability. Homogeneous grouping solves this problem. In addition, for the reader reading at a 0-2 level, there are almost no written materials available.

The techniques for solving the problem of providing career counseling to low level readers fall into three categories:

- **substituting reading material at a lower reading level**
- **providing more oral activities**
- **lengthening the time for the model**

All of these solutions are more workable in homogeneous groups.

The groups should be small. Ten is the optimum number. There should be more structure and form to the sessions.

Structure and Scheduling: Up to ten sessions may be scheduled for the career workshop instead of seven, with the same content stretched out. This is particularly helpful for 0 - 2.9 readers, but may also be necessary for 3 - 6 readers. Perhaps the group could meet more than once a week, reinforcing and assisting with "homework" and retention. Condensing the number of weeks should not be done so as not to lose developmental qualities of the model. Also, more extra help, individual sessions and follow-up can be added. The group should be small—10 is optimum. There should be more structure and focus to the sessions than with a heterogeneous group.

The counselor will need the assistance of the classroom teacher in forming groups by reading level. In cases where an individual comes into the program without being part of a reading instruction program, the intake counselor will need to be sensitive during the intake process to identify the lowlevel reader and to seek the assistance of reading teachers in determining the reading level.

Forming Groups: Two general groupings of students are recommended: those students reading below a third grade level should comprise one grouping, and those students reading between a third and a sixth grade reading level, the second grouping. Students reading at a seventh grade level through college level could be placed together. The reason that students reading below a third grade level should be grouped together is that at that reading level students need introduction to new words. The classroom teacher can play a large part in these students participation in the career counseling program. The teacher can even use some of the career counseling books as part of the students reading program, since often a main impetus to the student wanting to learn to read is the need to read to become part of the job market. The classroom teacher could also teach all words used on simple applications and registration forms before the career counseling workshop begins, then the workshop would proceed more easily for these students.

Since the availability of low reading level material on career counseling begins at about a 2.7 reading level, most of the workshop for 0 - 2.9 level readers will need to be done orally, which in fact they are. Much of the material can be read at home as a basis for discussion. The counselor can read or use video material to begin discussions. The counselor will need to help the participants capitalize on their oral skills and abilities, while the classroom teacher helps build on the participants' reading skills.

For those students reading at a fourth, fifth or sixth grade level, there is more of a choice as to whether these students should be separated into one homogeneous group or put into a heterogeneous career counseling group. If the student is very verbal, and after consultation with the classroom teacher, and keeping in mind that the student should be given reading material at the student's reading level, the student can be part of a heterogeneous career counseling group.

However, for those students reading between a fifth and sixth grade level, who are not very verbal, and appear to have a negative self-concept, placement in a homogeneous group would better serve their needs. There are many books and materials available at this reading level. By seeing how much he/she can do by him/herself in finding out about the world of work, he/she will greatly enhance self-confidence. This group has needs that differ from those students who can read at above a sixth grade level. The counselor can better meet these needs in a homogeneous group since all of the participants have these needs.

In some career counseling centers, a low-level reader may come into the center without having been referred by an institutional program. If he/she is alone, he/she will need to be absorbed into a heterogeneous group, and the counselor will need to individualize and give as much attention and support as possible to this individual.

Determining Readability of Materials: Before discussing readability, it is important to be aware that counseling is primarily an oral process. Most of what takes place in career counseling groups does not depend on reading. Most of the content and all of the concepts are appropriate for low-level readers.

However, included in the basic model are materials at a higher reading level than low-level readers can handle. The task force has reviewed materials in the basic model. In order to assist counselors who work with low-level readers, they have done the following: 1) revised some materials; 2) provided substitutes for some materials; 3) suggested techniques to assist students in understanding concepts without being discouraged by inability to read handouts.

Most of the work of revising has been done by the task force. If additional material is necessary, the counselor can determine its reading level either with the assistance of a reading teacher or by learning how to use a readability scale.

Readability: It is important for the counselor to know if the participants can comprehend the written material assigned to be read. A readability formula is a process by which teachers can make a selection of materials that the students can read successfully. There are many readability formulas. The simplest are the ones that use syllabication and sentence length. In general, the greater the number of syllables, and the longer the sentence, the higher the error factor is with respect to comprehension.

One method used by many reading teachers is The Fry Readability Scale. (Reprinted with permission from Jamestown Publishers, Providence, Rhode Island.) Learning how to use it is not difficult. Following is a graph of the scale and directions for using it.

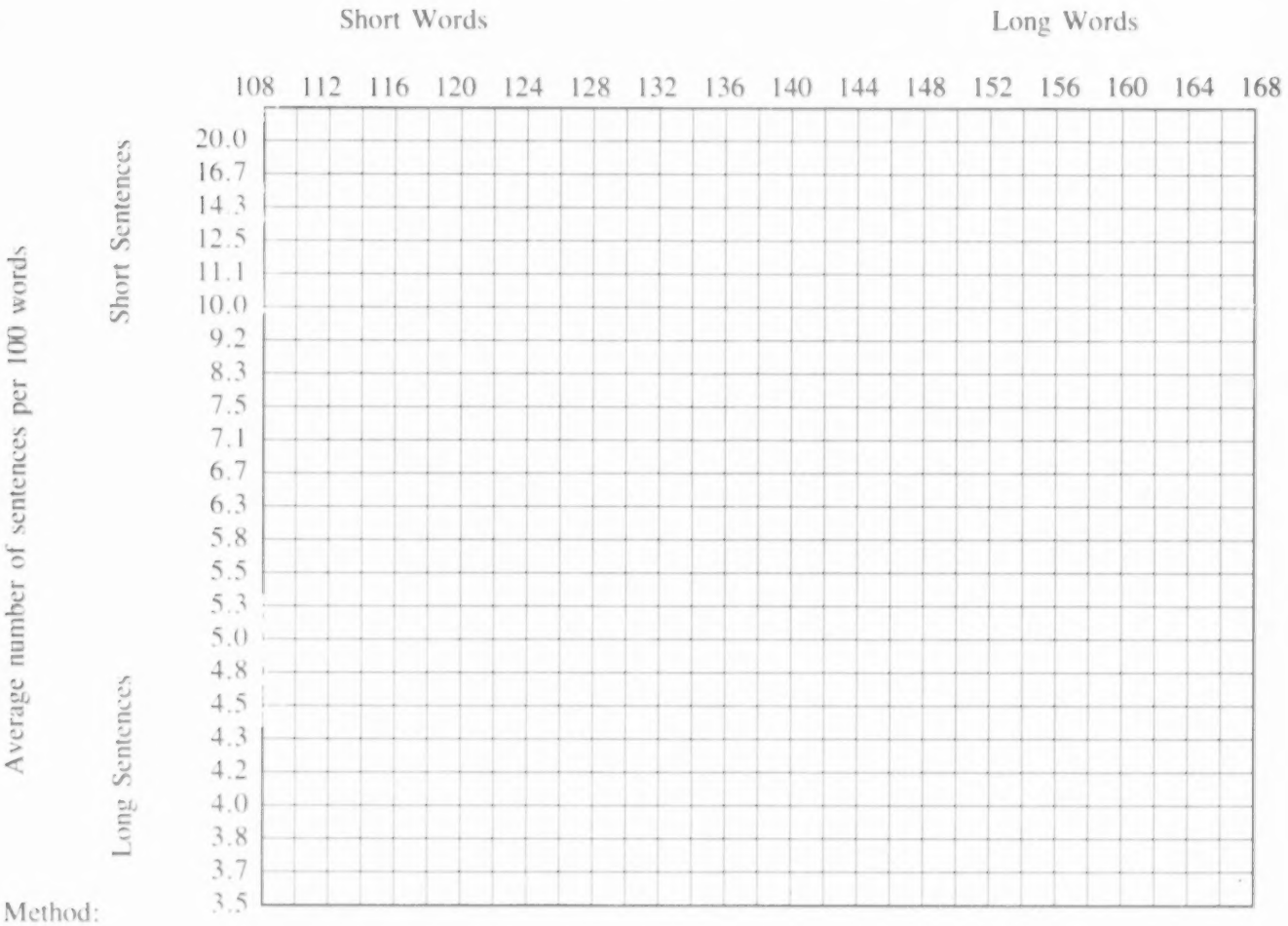
Career Resource Library: For those students reading between a 3rd and a 6th grade reading level, there are many materials available. The counselor can set up, in a separate part of the career and educational library, a separate section for materials written at the level. These students can participate in the research and information gathering part of the model, using these materials. They will know about the rest of the library, and as their reading level improves, they can use materials in the rest of the library. A list of books, grade levels and publishers is included, so that each center can order and have these materials to set up in their own library. New books at these grade levels are constantly being published, so that the counselor should, from time to time, write to publishers to see what other books there are, to constantly update the low level library.

Book reports can be made using these books, or a particular television program can be assigned as a substitute for a book report. The students listening comprehension skills can be sharpened by "reading" material on tape.

GRAPH FOR ESTIMATING READABILITY

BY EDWARD FRY, RUTGERS UNIVERSITY READING CENTER, NEW JERSEY

Average number of syllables per 100 words



Method:

1. Select three separate passages, preferably at beginning, middle, and end of book.
2. For each passage there should be one hundred words.
3. In each set of one hundred words find:

   a) the average number of syllables. The easiest way here is to start at one hundred and go through and add on all syllables.
   b) the average number of sentences.
4. Average 3a) and b) out from all three passages.
5. Read off on the above graph. The nearer the black line, the more accurate the figure.

EXAMPLES:	SYLLABLES	SENTENCES
1st Hundred Words	124	6.5
2nd Hundred Words	141	6.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

B. ADAPTING THE MODEL FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

English as a Second Language students are a heterogeneous group themselves. Some are literate in their own language, some are illiterate in their own language. Some can read English, but have limited English speaking ability. They come from many countries and speak many different first languages. Their commonality is difficulty in speaking and understanding English.

They also may be unfamiliar with the working world in this country, and may have little knowledge of job hunting strategies, career ladders, networking and job requirements in their new land. Their need for career counseling is very great.

For those ESL students who have limited ability in writing and reading English, all of the techniques described in the preceding section on low-level readers apply to them. For those who read English but have limited English speaking ability, the oral activities described for low-level readers also apply.

— Easy reading tests and materials should be used.
— Career awareness needs to be promoted in literacy classes to enhance the group experience.
— A **heterogeneous** group is the preferred mode and is especially effective with the reticent ESL student. This is the most important distinction from the English speaking low-level reader.
— A "buddy" system in which an ESL student is paired with an English speaking person enables a greater growth in career development.
— The Adkins Life Skills Program can provide a visual and auditory context for some of the group discussions. A Spanish edition is in the process of formation.
— Spanish and French versions of the Career Assessment Inventory and the Self-Directed Search are available.
— Some materials have been translated into Spanish . . .i.e., The Shield.

Barriers to Participation by ESL Students

Many ESL students are not used to being open in sharing experiences. As a result of the group process, some of them begin to be able to share. Even if they do not, they learn from seeing others share. The counselor may find, in the individual session with the counselee, that the individual session is enhanced and more effective because of the group experience, even if the ESL student was not able to cross that cultural barrier of reticence about feelings. There is also a cultural reluctance to criticize others.

The positive outcomes for ESL students described below provide a good context for approaches to career counseling for them. Note that one of the most important recommendations of the committee was that ESL students be incorporated into groups with native-born Americans wherever possible.

Effective Outcomes for ESL Students

— The model is very effective with Level 3 & 4 ESL students.

— The model should probably not be attempted with Level 1 & 2 ESL students unless it is done in the native language. This would be possible only if enough students warrant it and the counselor is bi-lingual. The problem is that we might only be able to address bi-lingual counseling in one or two languages and not the many other languages typically represented in programs.

— Career education components of the model are even more essential for ESL students than ABE students.

— Interesting and surprising crossover benefits occur that enhance students acculturation and learning of English.

— The ESL students like hearing other voices besides the teacher's.

— Cultural barriers are broken and long held stereotypes are questioned.

— The ABE students are supportive of ESL students and interesting commraderie develops.

— The group provides a good opportunity to practice speaking English.

— Students learn to talk about their fears, frustrations and other emotions, which is not always easy for members of some cultures.

— ESL students learn about job information and job hunting strategies that are not familiar to them in their own countries. This becomes a life-skills opportunity.

— ESL students get practice reading and researching (i.e., newspaper ads, occupational biographies, other research, etc.).

— Even though some ESL participants are reticent or have some difficulty in speaking, their listening skills enable them to gain from the group experience. This point is particularly significant. While the extent of their oral participation had suggested that they were not getting much out of the group, follow-up indicated that they had gained a great deal from listening. Listening skills are as important as oral skills.

— ESL students become more comforatable with the concept of "re-careering". This is particularly important for ESL students in that many of them have lost the possibility of practicing the career they had in their native land. This loss produces anger, loss of self-esteem, frustration and sadness. The concept of re-directing careers and learning about transferability of skills and career ladders is very important and empowering to them.

Application of Techniques For Low-Level Readers to ESL Students

Since many ESL students are also unable to read English, all of the techniques described concerning low-level readers apply to them as well. See Section III, A and B. For those ESL students who are able to read English proficiently, hand-outs from the basic model may be used. The counselor's task will then be the facilitating of their oral participation in heterogeneous groups.

C. CONDUCTING THE SEVEN SESSION MODEL WITH LITERACY STUDENTS

GENERAL PRINCIPLES FOR ADAPTING THE MODEL FOR LOW-LEVEL READERS

The low-level adult reader possesses characteristics similar to the higher level reader. He or she probably has a great or greater need for career exploration and decision making. Yet, in order for the low-level reader to more effectively utilize the career counseling model, a variety of techniques may be used.

Some general possibilities are obvious:

Tell

Show

Paraphrase

Condense concepts

Use simpler language

Use audio tape

Use video tape

Use aides or tutors

— In clarifying individual comments in the group the counselor should use clear and concrete words and concepts which are understood.

— A lot of definitions might be given.

— Practical examples should be given.

— Clients should be encouraged to talk about their reactions so that the counselor, and other group members understand how they feel.

GUIDELINES FOR THE SESSIONS OF THE MODEL WORKSHOP

The concepts to be addressed and the essential components of the career counseling model should be the same for all participants of the career counseling model, including low-level readers; since the main difference (among all other individual differences) between literacy students and other participants is simply the level at which the literacy student can read printed material. Therefore, the primary changes to be made in the model are the materials/handouts used in the basic model that are above the reading level of the literacy student.

Counselors of the literacy student should have some knowledge of the reading level of the participants, and of the materials to be used. A book list that includes some materials written at lower reading levels is included in this section. When using substitute materials if no reading level is indicated, use the Fry Readability Graph to determine the approximate reading level of the material.

The task force has made suggestions about techniques and developed materials for adapting the model for low-level readers. Following are suggestions for each session of the model as well as revised materials and bibliographies.

Suggestions for adaptations for each session of the model are included in a chart for each session. **Note the coding on the bottom of each chart.**

ONLY HANDOUTS CODED R - S or U are to be given out to the literacy student.

C Counselor use only. The counselor reads the handout herself and then discusses the essential concepts of the handout with the group.

O Counselor orally reads the handout to the group in order to stimulate group discussion on the topic.

R Revised from the original model to a reading level that the literacy student can read. Give out to the students.

S Substitute material that is similar conceptually to original material but is on a reading level that the literacy student can read.

T Use a tape recorder. 1) Students can tape their answers to questions instead of writing them. 2) Counselor can tape materials and have students listen to tape of materials.

U Usable as is from the model. Distribute to student.

N Not appropriate for literacy student.

ONLY REVISED MATERIALS ARE INCLUDED HERE. SEE SECTION II OF THE MANUAL FOR MATERIAL THAT CAN BE USED AS IS.

NOTE: The "7 Session Model" may be extended to 10 sessions for some groups of low-level readers. In that case, change headings to reflect extended time.

SESSION I OUTLINE

Activities

1. Introduction. (20 minutes)
2. Explanation of the scope of the seminar and establishment of guidelines. (10 minutes)
3. Discussion of Career Development. (20 minutes)
4. "The Shield" exercise. (50 minutes)
5. Distribute "If You Don't Know Where You Are Going, You'll Probably End UP Somewhere Else". (10 minutes) Do not distribute to those literacy students who read below a 3rd grade reading level.

	0 - 2.9	3 - 6
MATERIALS:		
A. Summary - Career Workshop/Workshop Activities Sheet	O	R
B. Book List - Revised	N	R
C. What Do We Mean By Careers (handout)	C	C
D. "The Shield" Exercise	R	R
HANDOUTS:		
For discussion at next session or for clients' information		
A. Job Satisfaction - Job Alienation	C	C-T
B. Observations on the Work World	C	C
C. The Work World	C	C-T
D. Your Job - The Itch to Switch	C	C
E. If You Don't Know Where You're Going, You'll Probably Wind Up Somewhere Else	N	U

Key: C: Counselor Use Only O: Counselor orally reads handout to group R: Revised from the original model S: Substitute material T: Use tape recorder U: Usable "as is"
N: Not appropriate for literacy student

SUMMARY

CAREER DEVELOPMENT WORKSHOP

L

Seven two-hour group sessions concerned with the following areas:

	Session	
	1.	Meet the group; start to get to know yourself.
WHO ARE YOU?	2.	Visit the Career Resource Center. Get to know yourself better.
	3.	Find out more about yourself and career interests.
WHERE ARE YOU GOING?	4.	Learn about your values, and making decisions.
	5.	Start a resume.
	6.	Fill out applications. Start the job hunt.
TAKING ACTION	7.	Practice a job interview.

Attend sessions on time.

If you can't come, phone the Center and leave a message for your counselor.

BOOK LIST

	L Grade Levels
I. Self-Awareness	
Careers, Exploration and Decision Making, J. Rettig	5, 6
Skills for Living and Working	4, 5
II. Occupational Information	
Careers - Exploration and Decision	5, 6
Jobs - Hospital, Store, Restaurant, Hotel	2.0 - 3.5
Job Tips - World at Work (Series)	3
Occupation, S. Royce and C. Miller	1 - 3
Pacemaker Career Readers	2, 3
People Working Today (Series)	1.9
Real Life Employment Skills	4
Service Occupations, S. Throop and Hunter	4
Stories About Workers, B. Pitch	3
The Career Box (Series)	3 - 5
The Information Job Resource Center - The Work Book	4, 5
The Job Box (Series)	3, 4
III. Application - Interview	
Application Forms, B. Pitch	3, 4
Finding a Job, C. King	3
Getting and Keeping a Job, P. Simonsen	2
How to Look Good to an Employer, R. Anthony and G. Roe	5, 6
Janus Job Interview Guide, A. Livingstone	3
Janus Job Interview Kit, W. Jew and R. Tong	2.5 - 4.0
Preparing for the Job Interview, J. Wool	5
IV. Supplementary	
Attitudes for Work, C. Kahn, R. Tong and W. Jew	4, 5
Finding a Job, C. King and Lake	4, 5
Get Hired, P. Anema	5
It's Up toYou, J. Dresner and K. Beck (Book and Tape)	4
Janus Job Planner, W. Jew and R. Tong	3
Worker Series - Job Interviews, E. Parks	5, 6
Sources of Job Information, I. Sheiner & C. Sewell	5, 6
Instructional Facilities, J. Reyes	5, 6
Computer Software Series, Apple Computer	5, 6
V. Book Report	
Don't Get Fired	3
Keeping a Job, N. Tune	3
Pacemaker Vocational Readers, L. Glasner	2.0
The Way to Work	3
The World of Careers	4
Work World - Vocational Reading Series, Paltrowitz & Rabinowitz (Series)	4

SHIELD EXERCISE

L

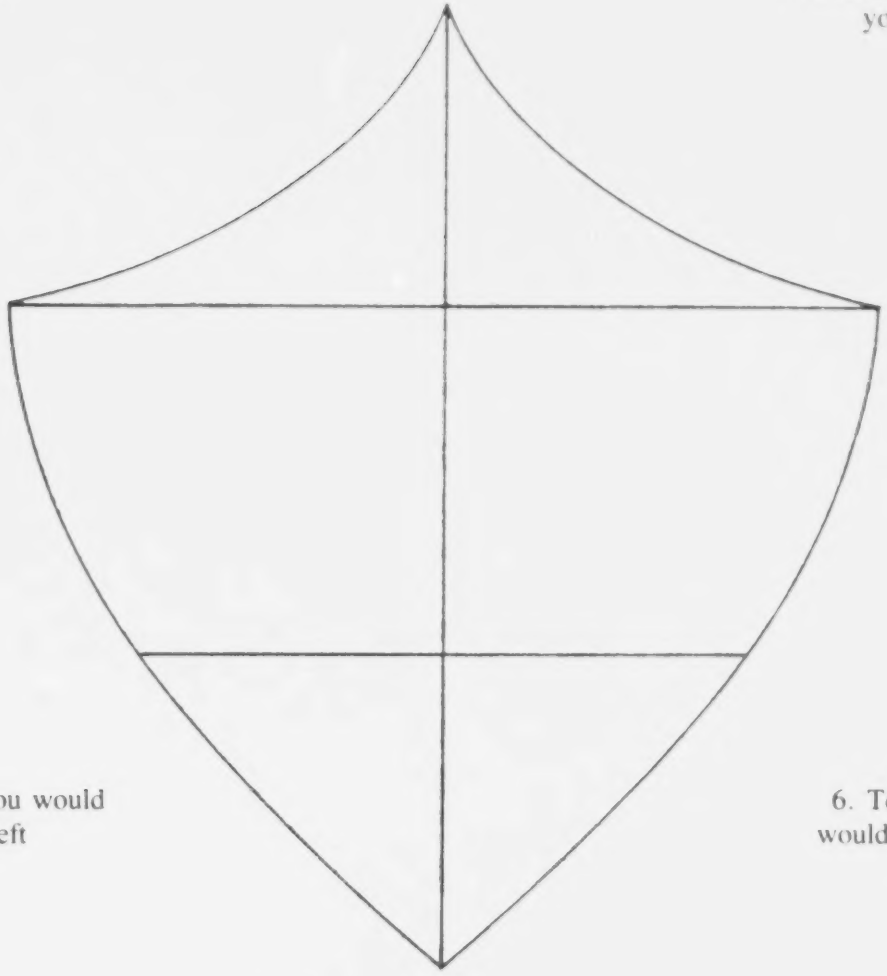
"I Am Proud . . ."

Name _____

COAT OF ARMS

1. Draw 2 things you do well.

2. Draw the place where you feel at home.



3. Draw your greatest success?

4. Draw the 3 people most influential in your life.

5. Draw what you would do with 1 year left to live.

6. Tell 3 words you would like said about you.

SESSION II OUTLINE

Activities

1. Establish individual appointments and book review schedule. (5 minutes)
2. Review thoughts about last session and continue the discussion of self-exploration as the first part of career development. (15 minutes)
3. Review results from the Personality Inventory. (60 minutes)
4. Discussion of the world at work, Holland's Theory of Vocational Choice, and the Occupational Daydreams Exercise. (15 minutes)

	0 - 2.9	3 - 6
MATERIALS:		
A. O.P.I. - Description of Scales	S, T *	S, T
B. Omnibus Personality Inventory	S, T	S, T
C. Holland's Personal Orientations Handout	C	C
D. Occupational Daydream Exercise	O	R
* Possible use of Hogan Personality Inventory		
HANDOUTS: For discussion at next session.		
A. Do You Stereotype Yourself	C	C
B. Time Management	O	O
C. Other Appropriate Materials May Be Substituted		

Key: C - Counselor Use Only O - Counselor orally reads handout to group R - Revised from the original model S - Substitute material T - Use tape recorder U - Usable "as is" N - Not appropriate for literacy student

OCCUPATIONAL DAYDREAMS

L

List below the occupations you have considered in thinking about your future. List the careers you have daydreamed about as well as those you have discussed with others. Try to give a history of your tentative choices and daydreams. Put your most recent job choice on Line 1 and work backwards to the earlier jobs you have considered.

Occupation Code

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

SESSION III OUTLINE

Activities

1. Review thoughts about last session. (10 minutes)
2. Group discussion about materials handed out at last session. (15 minutes)
3. Book reviews and group discussion. (20 minutes)
4. Explain the results of the Interest Inventory. (60 minutes)
5. Do You Stereotype Yourself. (10 minutes)
6. Assign Shoulds Exercise. (5 minutes)

(If handouts are on tape, assign students a time to listen.)

	0 - 2.9	3 - 6
MATERIALS:		
Strong Campbell Interest Inventory or Self-Oriented Search (4th grade level)	S	S
HANDOUTS: For discussion at next session or for clients' information		
A. Values	C, T	C, T
B. Decision Making	O	O
C. Occupational Classification Systems	C	C

Key: C - Counselor use only O - Counselor orally reads handout to group R - Revised from the original model S - Substitute material T - Use tape recorder U - Usable "as is" N - Not appropriate for literally student

SESSION IV OUTLINE

Activities

1. Review thoughts about last session and discuss occupational daydreams, Holland's codes and career goals. (10 minutes)
2. Values Auction. (45 minutes) Literacy students might need more time.
3. Group discussion about how values influence our decisons and now important it is to making our decisions, understanding our values. (10 minutes)
4. Visit to the Career and Educational Library. (30 minutes)
   (Those 0 - 2.9 can see where library is and be told that they can look forward to using it in the future.)
5. Initiate Job Hunt. (20 minutes) Resume writing may need special approaches.
6. Assign Strengths Exercise.
7. Distribute Handouts.
8. Make appointments with Career Advisors.

	0 - 2.9	3 - 6
MATERIALS:		
A. Values Auction Worksheet	S	U
B. Career Exploration Worksheet	O	U
C. How to Use the Dictionary of Occupational Titles	N	O
D. Information Interview	O, T	O, T
E. Writing Your Resume	O	O, T
F. Action Verbs and Phrases, Titles for use in resumes	N	R
G. Sample Resumes	N	R
HANDOUTS:		
A. Identify Your Strengths	O	R
B. You Can Use Your Volunteer Experience to Get a Paying Job	O	O
C. Networking	O	O

Key: C - Counselor use only O - Counselor orally reads handout to group R - Revised from the original model S - Substitute material T - Use tape recorder U - Usable "as is" N - Not appropriate for literacy student

Applications and Resume:

Adults who are low-level readers are more likely to be requested by an employer to complete an application than to submit a resume. Counselors should probably stress completing the application in the resume component of the model. Use of an overhead projector might make the discussion more effective for these students, visually demonstrating filling out an application. Cover letter and follow-up letters can be de-emphasized.

Fear of resumes is common with this population. The counselor should still include the resume in the model as it is a very affirming activity, and a finished product enhances self-esteem. The counselor can reduce anxiety by using the resume more as a counseling tool than as an exercise in achieving the perfect resume. Emphasize the process as a first step in a resume that will evolve over a lifetime.

In summary, it is important to assess the makeup of a given group. The particular students' needs should dictate the makeup and size of the group, the number of sessions, the duration of each session and which of the model's recommended or revised materials should be used. In all cases, however, the original model's essential elements should be included.

Participation in the group process produces many positive outcomes for the low-level reader. He or she may achieve a greater degree of self-confidence, may have a greater likelihood of continuing with education, may better understand the difference between short and long-term goals, may acquire a process that can be used repeatedly in the future, may expand their networks, and may gain comfort from realizing they are not alone and that others have similar problems.

As these students learn and grow, they can use career exploration skills as their academic skills improve.

They will have the know-how to process and use these skills in order to expand their goals to meeting their changing educational levels.

ITEMS TO BE AUCTIONED

L

	Budgeted	Bid	Win
1. To know the meaning of life			
2. A home for you and loved ones overlooking the most beautiful view in the world.			
3. The perfect family life.			
4. To be the best tennis player.			
5. Unlimited travel and tickets to any event.			
6. The love and admiration of most people.			
7. Physical beauty and unlimited wardrobe.			
8. A room full of dollar bills.			
9. To be close to God.			
10. A chance to serve the sick and needy.			
11. To be the model housewife, mother and entertainer			
12. To become a famous person.			
13. To be a recognized social leader.			
14. A chance to eliminate prejudice in the world.			
15. An exciting life.			
16. A chance to do your own thing.			
17. Inner peace.			

PERSONAL VALUES

L

ITEMS TO BE AUCTIONED

		Budgeted	Bid	Won
1.	To know the meaning of life			
2.	To have an exciting love life			
3.	A home for you and loved ones overlooking the most beautiful view in the world			
4.	An exciting and challenging life			
5.	The perfect family life			
6.	To live to 100 with no illness			
7.	A totally complete private library			
8.	To be the best in your chosen vocation			
9.	To be the best sports player in the country			
10.	Unlimited travel and tickets to any event			
11.	The love and admiration of most people			
12.	Physical beauty and unlimited wardrobe			
13.	A chance to do your own thing with no hassling			
14.	To be the wisest person and make only the right decision			
15.	A room full of $10 bills			
16.	To control the destinies of one million people			
17.	To be close to God			
18.	To own an all-wise computer			
19.	A chance to serve the sick and needy			
20.	To be the model houseperson, parent and entertainer			
21.	To become a famous person			
22.	To become a recognized social leader			
23.	A chance to eliminate prejudice in the world			
24.	To be President of the United States			
25.	Complete inner harmony			
26.	Daily massage and world's finest foods for a year			

RESUMES

L

Action words to use with resumes grouped according to function.

able to	aided	contacted
performed	assisted	telephoned
practiced	encouraged	helped
prepared	waited on	
began	attended	constructed
created	provided	supplied
developed	supported	enlarged
expanded	improved	introduced
revised	strengthened	organized
planned	produced	reorganized
sold		
experienced in	cared for	expertise with
looked after	handled	nursed
maintained	responsible for	taught
skilled in	worked as	cut costs
reduced costs		
acted as	raised profits	conducted
recorded	wrote	managed
operated	accomplished	achieved
ran	completed	equipped
took charge of	was promoted	succeeded

Add new action words or phrases below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

L

PERSONAL:

MARIA GONZALES
14 Park Street
Anytown, New York 10710
(914) 500-5602

WORK HISTORY:

Smith's Department Store
Cross County Shopping Mall
Weston, New York
Salesperson

1983 - 1985:

Mr. & Mrs. John Leonard
71 Crest Avenue
Rosewood, New York 10707
Housekeeper

EDUCATION:

Center for Continuing Education
70 Ravens Road
Smithton, New York 10710
Courses completed
Basic Skills Program

Elementary School, P.S. #10
Cortlandt Avenue
Smithton, New York 10701

REFERENCES:

Felix B. Jones, M.D.
100 Central Avenue
Smithton, New York 10710
(914) 890-7890

Mrs. Marie Sterling
2 Chestnut Street
Tucker, New York 10707
(914) 320-4562

Mr. Frank P. Smith
45 Green Drive
Tucker, New York 10705
(914) 320-2233

RESUME

L

Beatrice Jones
42 Macy Street
Port, New York
11050

Telephone Number: 516-883-9999

Goal

Position in a business situation with an opportunity for growth.

Work Experience

1984 - 1985 - Assembler

C.G.K. Electronics
Manor Rd.
Port Jarvis, New York

- soldered transistors
- assembled radio parts

1973 - 1974 - Clothing Assembler

Port Apparel
Morris Avenue
Port, New York

- prepared material for cutting
- sewed buttons, linings
- operated sewing machine
- finished clothes

Education

Port Jarvis High School Equivalency Diploma, June 1988

Port Jarvis Adult Education, Basic Education Classes, 1987

Cemtro Italiano Femmimile, IESI, (AN) Italy

Secretarie D'Aziemda, 1 Year Secretarial Certificate Program, June 1963

IV - MG

STRENGTHS

L

We all possess many different characteristics. Some characteristics we have already developed at any early age. Others we develop as we grow older. It is important to recognize the strengths we have, and to identify and develop the characteristics we would like to have as strengths. These strengths can be grouped in several areas.

THINKING STRENGTHS

____ analytical
____ clear thinker
____ critical
____ curious
____ intelligent
____ logical
____ problem solver

ARTISTIC STRENGTHS

____ creative
____ expressive
____ imaginative
____ inventive
____ original
____ sense of humor

SOCIAL STRENGTHS

____ calm
____ cheerful
____ confident
____ considerate
____ dependable
____ friendly
____ generous
____ gentle
____ genuine
____ good natured
____ helpful
____ inspiring
____ kind
____ loyal
____ mature
____ modest
____ out-going
____ pleasant
____ reliable
____ responsible
____ sensible
____ tactful
____ warm

ORGANIZATIONAL STRENGTHS

____ able
____ accurate
____ careful
____ competent
____ efficient
____ eye for detail
____ good memory
____ hard working
____ methodical
____ meticulous
____ orderly
____ precise
____ thorough

LEADERSHIP STRENGTHS

____ active
____ assertive
____ assured
____ decision maker
____ energetic
____ forceful
____ motivated
____ purposeful
____ risk-taker

WORK WITH OTHERS

____ accept criticism
____ adaptive
____ broad-minded
____ cooperative
____ easy-going
____ flexible
____ open-minded
____ receptive
____ understanding

STRENGTHS

L

We all possess many different characteristics. Some characteristics we have already developed at any early age. Others we develop as we grow older. It is important to recognize the strengths we have, and to identify and develop the characteristics we would like to have as strengths. These strengths can be grouped in several areas.

What strengths do you think _____ has?

THINKING STRENGTHS

____ analytical
____ clear thinker
____ critical
____ curious
____ intelligent
____ logical
____ problem solver

ARTISTIC STRENGTHS

____ creative
____ expressive
____ imaginative
____ inventive
____ original
____ sense of humor

SOCIAL STRENGTHS

____ calm
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____ dependable
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____ generous
____ gentle
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____ precise
____ thorough

LEADERSHIP STRENGTHS

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____ assertive
____ assured
____ decision maker
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____ forceful
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____ purposeful
____ risk-taker

WORK WITH OTHERS

____ accept criticism
____ adaptive
____ broad-minded
____ cooperative
____ easy-going
____ flexible
____ open-minded
____ receptive
____ understanding

SESSION V OUTLINE

Activities

1. Review thoughts about last session and begin to establish tentative career and educational goals. (20 minutes)
2. Process the Strengths assignment. (10 minutes)
3. Book Reviews.
4. Using volunteer experience. (5 minutes)
5. Introduction of networking. (5 minutes)
6. Continue the Job Hunt. (55 minutes)
7. Assign the "Shoulds" Exercise. (5 minutes)
8. Distribute handout.

In those parts of the model where a student is expected to "write" as in the Shoulds Exercise, the literacy student who has difficulty writing can "speak" his answers into a tape recorder instead of writing the answers.

The literacy student has often encountered many things he cannot do because of his limited reading ability. We want to emphasize the things the student can do, so that we help the student find alternative ways of getting and giving information that allows the students to help themselves do those things that students with better reading skills are able to do.

	0 - 2.9	3 - 6
MATERIALS:		
A. Common Abbreviations Used in Classified Ads	N	U, O
B. Write a Resume that Gets a Job	C	C
C. "The Cover Letter"	N	N
D. Sample Cover Letter	N	N
HANDOUTS: For discussion at next session or for clients' information		
A. Interviewing Tips	O	O
B. Interview Questions for Role Playing	0	U
"Touchy Questions"	C	C
C. Interviewing Do's and Don'ts	O	U
D. Risk Taking: Plunging Into Life	C, T	C, T
E. Do You Have the Guts to Take a Risk	C, T	C, T
F. Are You Afraid of Success	C, T	C, T

Key: C - Counselor use only O - Counselor orally reads handout to group R - Revised from the original model S - Substitute material T - Use tape recorder U - Usable "as is" N - Not appropriate for literacy student

SESSION VI OUTLINE

Activities

1. Review steps toward goals and prepare for seminar closure. (15 minutes)
2. Book Reviews. (20 minutes)
3. Provide information about traditional and non-traditional learning options. (10 minutes)
4. Continue the Job Hunt: interviewing, job applications, resumes. (1 hour and 15 minutes)
5. Distribute handouts.

	0 - 2.9	3 - 6
MATERIALS:		
A. The Application Form	O, T	O, T
B. Sample Application Forms for Employment	S *	U
* See book list		
HANDOUTS:		
A. Goal Setting	C	C
B. Name & Address Sheet	U	U

Key: C - Counselor Use Only O - Counselor orally reads handout to group R - Revised from the original model S - Substitute material T - Use tape recorder U - Usable "as is" N - Not appropriate for literacy student

SESSION VII OUTLINE

Activities

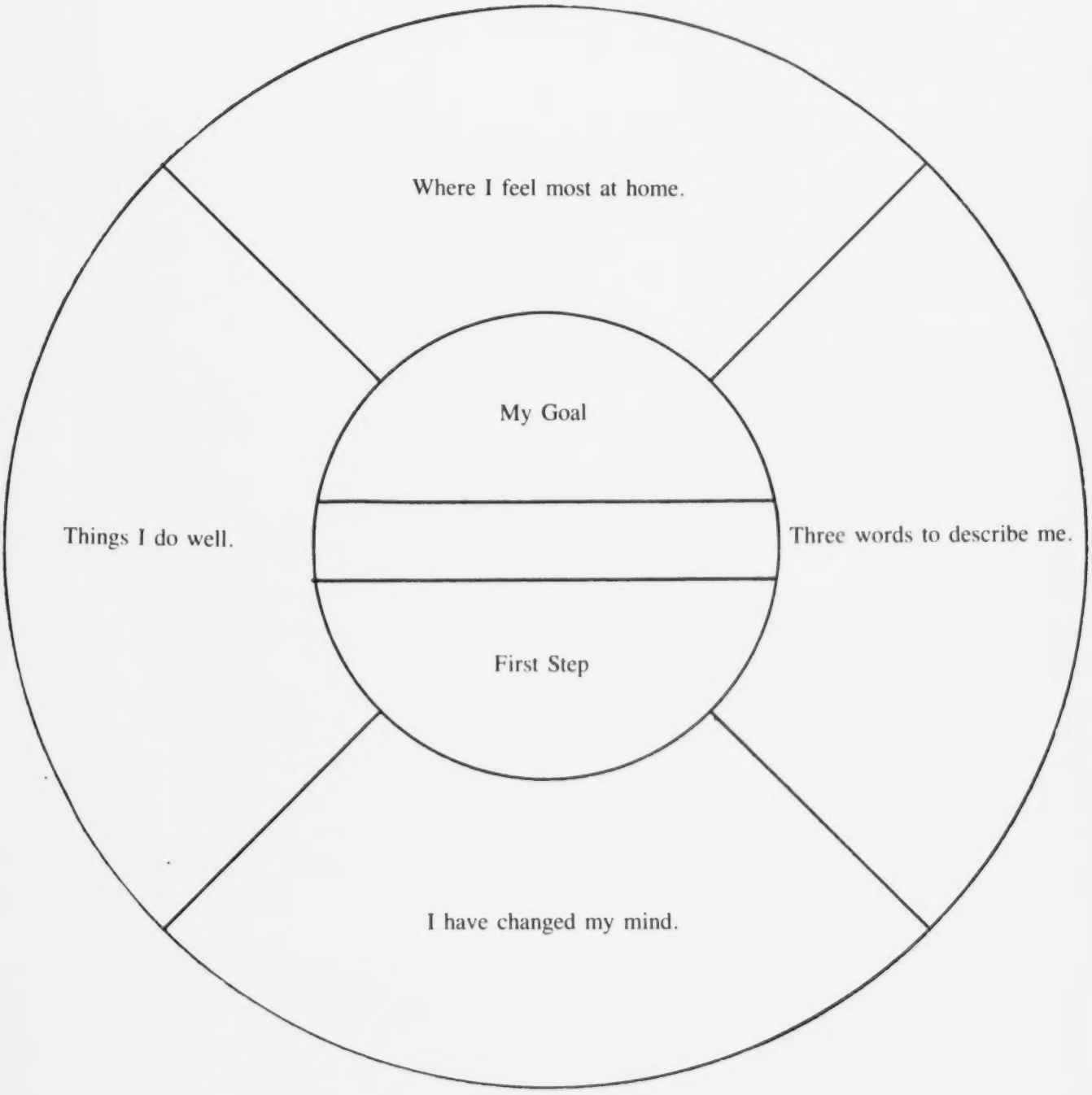
1. Ventilate feelings about the end of the workshop. (10 minutes)
2. Book Reviews. (15 minutes)
3. The Circle (process for closure). (20 minutes)
4. Discussion about specific issues as needed. (10 minutes)
5. The Job Hunt conclusion. (25 minutes)
6. Seminar Closure. (5 minutes)
7. Summation Questions. (Review each client's resume.) (30 minutes)

	0 - 2.9	3 - 6
MATERIALS:		
A. Circle	R	R
B. Interview Follow-up Letter	N	N
C. Summation Questions	O	R
D. Evaluation Form	O	U

Key: C - Counselor use only O - Counselor orally reads handout to group R - Revised from the original model S - Substitute material T - Use tape recorder U - Usable "as is" N - Not appropriate for literacy student

THE CIRCLE

L


Where I feel most at home.
My Goal
Things I do well.
Three words to describe me.
First Step
I have changed my mind.

SUMMATION QUESTIONS

L

Career Development Seminar

Name _____

Answer the following questions on the paper provided. Write as much as you can. This writing experience is good for you if you go back to school or job hunt. There are no right or wrong answers.

I. 1. What did you get out of the seminar?
2. Did it do what you expected?
3. Did you learn something useful?
4. Do you feel better about yourself?
5. Do you have a clearer picture of a career or educational goal?

II. 1. Have you made any plans because of the seminar? (Going to school? Getting some training? Hunting for a job? Reorganizing your time?) etc.

III. 1. Did you feel the counselor was helpful to you? How?

IV. 1. Do you have suggestions for improvement?

D. PUBLISHERS

(For counselor use only)

L

I. Chasell - New England School Supply
609 Silver Street
Agawan, MD 01001

A. The Information Job Resource Center - The Work Book
B. Skills for Living and Working
C. The Way to Work

II. Fearon Education - David Lake Publishers
19 Davis Drive
Belmont, California 94002

A. Attitudes for Work, C. Kahn, R. Tong & W. Jew
B. The Career Box - Occupational Resource Module
C. Careers, Exploration and Decision, J. Rettig
D. Finding a Job, C. King
E. How to Look Good to an Employer, R. Anthony & G. Roe
F. The Job Box - Pacemaker Occupational Module
G. Job Tips - The World of Work
H. Keeping a Job, N. Tune
I. Occupations, S. Royce & C. Miller
J. Pacemaker Career Readers
K. Pacemaker Vocational Readers, L. Glasner & M. Thypin

III. Globe Book Company
50 West 23 Street
New York, New York 10010

A. The World of Careers

IV. Janus Book Publishers, Inc.
2501 Industrial Park West
Dept. B.R.
Hayward, California 94545

A. Don't Get Fired - 13 Ways to Hold Your Job
B. Get Hired - 13 Ways to Get a Job, P. Anema
C. Janus Job Interview Guide, A. Livingstone
D. Janus Job Interview Kit, W. Jew & R. Tong
E. Janus Job Planner, W. Jew & R. Tong
F. Jobs - Hospital, Store, Restaurant, Hotel

V. Longman, Inc.
Dept. P
95 Church Street
White Plains, New York 10601

A. It's Up to You

PUBLISHERS

VI. Media Materials
Dept. 88021
2936 Remington Avenue
Baltimore, MD 21211

A. Job Interviews, E. Parks
B. Sources of Job Information, I. Sheiner & C. Sewell
C. Instructional Facilities, J. Reyes

VII. Richards Publishing Company
P.O. Box 66
Phoenix, New York 13135

A. Application Forms, B. Pitch
B. Preparing for the Job Interview, J. Wool
C. Service Occupations, Dr. Throop & K. Hunter
D. Stories About Workers, B. Pitch

VIII. Scholastic Book Company
730 Boradway
New York, New York 10003

A. Real Life Employment Skills

E. MATERIALS ON VIDEO TAPE

L

Various firms produce career-oriented materials on video tape. For example:

1. Adkins Life Skills Program
   Institute for Life Coping Skills, Inc.
   Teachers College
   Columbia University
   Box 138
   525 West 120 StreetEducational Design, Inc.
   New York, New York 10027

2. Educational Design, Inc.
   47 West 13 Street
   New York, New York 10011

3. Guidance Associates, Inc.
   Communications Park, Box 3000
   Mount Kisco, New York 10549-9989

4. Sunburst Communications
   Room K, 838
   39 Washington Avenue
   Pleasantville, New York 10570-2898

Conclusion

If it is accepted that career counseling is just as important for literacy students, as for the general population, then the effort of counselors to adapt the model for use with them is worthwhile. It will not be easy. The value to low-level readers and ESL students is so great that the challenge to provide career counseling is also great. It is hoped that the material in this manual will provide tools for counselors and administrators to meet that need.

APPENDIX

ADULT CAREER GUIDANCE CENTER

JOB INFORMATION SESSIONS

TO: Job Information Session Leader _____

FROM: Director, Adult Career Guidance Center

DATE & TIME OF PRESENTATION _____

Thank you for agreeing to lead a Job Information Session for the Adult Career Guidance Center. Below are described the purposes of the sessions, and a suggested outline of material to cover. The latter may vary from speaker to speaker, so adapt it to your particular occupational or career topic.

Purpose: To give adults at the center the opportunity to learn about jobs or careers they may wish to explore. Learning about these careers from those actively engaged in them is the most effective kind of learning possible.

SUGGESTED TOPICS

Job Descriptions: Discuss the types of activities the person might do in his/her particular job or career. Differentiate between activities at entry level, and growth or career ladder aspects that might be relevant. What physical environment is typical? What about co-workers? Ambiance on the job? What degree or kind of job satisfaction is possible?

Training Credentials or Education: What specific training, credentials or education is necessary? What processes are involved in getting credentials? What schools or colleges are best to obtain training?

Personal Qualifications: What kind of skills are necessary? What kind of person would be most effective in the job?

Salary: What is entry salary? What potential for growth or advancement?

Opportunity: Are there many openings in this field? What approaches would be most effective in landing a job?

Job Performance: What would you say constitutes a *good* employee in this job, as opposed to a mediocre one? In other words, what is expected in terms of job performance?

Personal Experience: (If applicable or if you wish to add this in) Do yo have any particular experiences concerning getting started in the job, feelings about it, returning to school, etc., that might be of interest?

Recruitment: This may not be applicable to all of you, nor is it expected. However, should you know of openings and wish to share this knowledge, we would welcome your informing the participants of the availability of jobs and whom to call.

Questions & Answers: Please give those attending an opportunity to ask questions.

THANK YOU

CONTACT SHEET

For building a "network" of contacts to assist in your career research and job search

---

NAME:
ADDRESS:
PHONE NO:
RELATIONSHIP:
JOB LEADS OR OPENINGS:
ACTION TAKEN AND DATE:
DATE FOR FOLLOW-UP:
FURTHER REQUIREMENTS:

NAME:
ADDRESS:
PHONE NO:
RELATIONSHIP:
JOB LEADS OR OPENINGS:
ACTION TAKEN AND DATE:
DATE FOR FOLLOW-UP:
FURTHER REQUIREMENTS:

NAME:
ADDRESS:
PHONE NO:
RELATIONSHIP:
JOB LEADS OR OPENINGS:
ACTION TAKEN AND DATE:
DATE FOR FOLLOW-UP:
FURTHER REQUIREMENTS:

NAME:
ADDRESS:
PHONE NO:
RELATIONSHIP:
JOB LEADS OR OPENINGS:
ACTION TAKEN AND DATE:
DATE FOR FOLLOW-UP:
FURTHER REQUIREMENTS:

220

CONFIDENTIAL REPORT ON SEMINAR PARTICIPANTS

Seminar Dates: From _____ To _____

Participant _____ Counselor _____

Comment about individual's participation at each session. If absent, indicate. Comments can be as short as a sentence, or longer, depending on situation. Note: Additional comments on individual session and summary at end, responding to stated concerns and any additional comments you feel appropriate may be made.

Stated initial goal of participant: _____

_____

Session I:

Session II:

Session III:

Session IV:

Session V:

Session VI:

Session VII:

Individual Sessions: Include physical characteristics, manner, dress, expressed concerns, family situation, financial condition, stated physical disabilities and/or mental health problems, expressed strengths and/or weaknesses.

Summary and Closure: Try to assess degree to which stated goal has been met or partially met. Have goals been altered? Do you see signs of growth in participant, small or large? Does participant see growth in him/herself? Was a specific educational or employment goal identified? Has participant made any *specific* plans for action, small or big, short term and/or long term? State what they are. Is follow-up needed? If not, indicate closure.

Stated Career Goal:

(Urge participants to keep in touch with the center.)

REFERRAL FORM

Institution/Service _____

Address _____

Phone # _____

Client _____ Counselor _____

Referred to: Name (Contact person) _____

Institution/Service _____

For _____

_____

_____

Tear Here----------

Pleae return to:

Administrator _____

Institution/Service _____

Address _____

Phone # _____

Client Name _____ Date _____

Institution/Service _____

Nature of visit and outcome _____

_____

_____

_____

_____

_____

Signed _____

REFERRAL FORM

Copy to be kept in client file

Client _____ Counselor _____

Referred to:

Name: (Contact person) _____ Date: _____

Institution _____

For _____

_____

DO YOU HAVE WHAT IT TAKES TO REACH YOUR GOAL?

Self-Confidence

A. I am better described as forceful and energetic than as modest and gentle.

True False Uncertain

B. If I worked in sales I would rather earn less on a fixed salary than work only for commissions.

True False Uncertain

C. I am considered cautious when making decisions.

True False Uncertain

D. I prefer taking complete responsibility even when new at a job.

True False Uncertain

E. I don't like to make decisions that affect the lives of others.

True False Uncertain

F. I would rather try to do one thing well than use my energies in many areas.

True False Uncertain

G. I don't mind offering my opinion to a stranger.

True False Uncertain

H. I prefer not to ask for advice unless it is absolutely necessary.

True False Uncertain

I. I like to try new things even when there is a risk involved.

True False Uncertain

J. In a group situation I am likely to be less talkative.

True False Uncertain

K. The best defense is a strong offense.

True False Uncertain

L. If I didn't study for a test I would rather miss it and get a low grade than risk failure of the course.

True False Uncertain

M. I feel more comfortable when I am in charge of things.

True False Uncertain

N. I am better described as reserved than assertive.

True False Uncertain

O. If there is a will there is a way.

True False Uncertain

Achievement-Motivation

A. I tend to be accused of making excuses.

True False Uncertain

B. I tend to miss social events because of work commitments.

True False Uncertain

C. I tend to give up on projects or activities because of the time or difficulty involved.

True False Uncertain

D. I like to plan things well in advance.

True False Uncertain

E. I tend to select goals that are easily in reach.

True False Uncertain

F. I carefully map out my plans to accomplish my goals.

True False Uncertain

G. I often make sacrifices to get what I want.

True False Uncertain

H. I tend not to know what I want out of life.

True False Uncertain

I. I prefer to work on tasks that are difficult and challenging.

True False Uncertain

J. I would rather engage in a sport or a game certain of victory.

True False Uncertain

K. I tend to question my ability to accomplish things.

True False Uncertain

L. I can get things done but usually have to be pushed.

True False Uncertain

M. Why knock yourself out when you don't know what tomorrow will bring?

True False Uncertain

N. I would choose someone to play on my team because of friendship rather than ability.

True False Uncertain

O. I tend to lose interest in projects when they don't go right.

True False Uncertain

Creative Potential

A. My ideas are not always easy to explain to others.

True False Uncertain

B. I would rather do research than teach school.

True False Uncertain

C. I don't like to waste time and energy on ideas that may not work out.

True False Uncertain

D. I find it easier to express ideas than to originate ideas.

True False Uncertain

E. I prefer quick solutions to problems rather than dealing with uncertainty.

True False Uncertain

F. I find that my way of thinking about things is often seen as different or unusual.

True False Uncertain

G. I find it easy to interrupt a project when friends call or visit.

True False Uncertain

H. I feel more comfortable with facts than with theories.

True False Uncertain

I. I would prefer to be good at making up stories than good at telling them.

True False Uncertain

J. I find it difficult to give up my ideas just to please others.

True False Uncertain

K. I would prefer to design clothes rather than model clothes.

True False Uncertain

L. I prefer to work on ideas by myself rather than with others.

True False Uncertain

M. The unconventional is more appealing to me than the conventional.

True False Uncertain

N. When I get an idea I work on it, even when others think it far out and impractical.

True False Uncertain

O. I'd follow up on my ideas if it didn't mean being alone so much.

True False Uncertain

The three tests here are unusual because they offer you a chance to explore your own attitudes and feelings directly instead of merely telling you, through the scoring, how you stand in relation to other people who have taken the same tests. The questions, not your score, are what can lead you to really encounter yourself. Psychologist Lawrence Smalheiser who set up the tests says, "If any one question in the series moves you to a point of self-exploration and thereafter to self-growth, then that should be enough." If only one question moves you to communicate more clearly or closely with someone, that is the value of the test, too. The three testing areas, "Self-Confidence," "Achievement-Motivation" and "Creative Potential" are important in every part of our lives, and particularly in the career area. So if you've been wondering just what you are doing right and/or wrong, these tests can give you the awareness to find out for yourself.

Dr. Smalheiser says, "In taking these tests, try not to think about how others might answer the questions. After all, you are not trying to win points, but are trying to get points on how to be a winner." Do not omit any of the questions; check out of the possible answers the alternative that is relatively acceptable to you. There is no time limit. When you finish the first test, turn the page and follow the simple instructions for self-scoring. Do the same with the second and third tests.

Scoring Key — Self-Confidence

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain	
A	3	0	1	
B	0	2	1	
C	0	2	1	
D	3	0	1	
E	0	2	1	
F	0	2	1	
G	2	0	1	
H	2	0	1	
I	3	0	1	
J	0	2	1	
K	2	0	1	
L	0	2	1	
M	3	0	1	
N	0	2	1	
O	2	0	1	Total Score: ( )

25 Points or More:

Your cool self-confidence may be a source of irritation to those who do not share your unshakable optimism in your own abilities. Because of your enthusiasm and high self-regard you are capable of attracting faithful followers, but you may also incur the resentments of those who feel dominated by you or who are envious. You will tend not to be discouraged by those who see you as insensitive or unrealistic and who may secretly wish that you have a failure or two.

15 to 24 points:

You have a fairly realistic opinion of what you can or cannot do. Although you are not likely to engage in activities which are beyond your capabilities you will generally exercise caution when deciding to undertake new activities. New situations involving some risk will cause apprehension and some self-doubt, but once involved you can let yourself go and not be self-conscious about your performance. You do not bounce back from failure without some difficulty, but in time you are able to renew your self-confidence, energy and initiative.

14 points or less:

You generally tend to be insecure about your capabilities. Lacking confidence in yourself, you are likely to be inhibited and overly cautious in putting yourself in situations which permit others to observe and evaluate your performance...(This) limits the type of activities you are willing to try, especially those that are group-oriented or which tend to be competitive. Occasionally some people will see you as lazy or narrow in your interests, because they are unaware that your reluctance to become involved is due more to fear of failure than to lack of interest and a desire to participate.

Scoring Key — Achievement-Motivation

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	1	4	2
B	2	0	1
C	1	3	2
D	4	1	2
E	0	4	2
F	4	1	2
G	3	0	1
H	1	4	2
I	2	0	1
J	0	4	1
K	1	4	2
L	0	3	1
M	0	4	2
N	1	4	2
O	0	3	2

Total Score: ( )

36 points or more:

You tend to be efficient and organized in your approach to tasks and life in general. You prefer to plan ahead in an effort to reach your goals because reaching these goals will result in greater independence for you. You are generally enthusiastic about the activities you are engaged in and rarely give up because you have lost interest or have become distracted. Being self-reliant you do not have a great need to lean on others or require constant encouragement. You may be criticized at times for being overly competitive or so engrossed in what you are doing that you neglect the needs and feelings of others.

16 to 35 points:

You are capable of bringing much energy and determination into play when success at a particular activity has great meaning for you. Your areas of interest may differ from time to time . . . Your commitments to what you value may fluctuate, and at times you may show greater interest in hobbies and social life than in work and schooling. Still, you are practical and responsible in most of your undertakings and in important matters do what is expected in meeting your obligations. You often take the responsibility for your own shortcomings and make genuine attempts to improve yourself.

15 points or less:

Because you often avoid facing problems and responsibilities you may find yourself becoming anxious and dissatisfied with yourself. You tend to be unaware of the major goals in life that could be meaningful to you. Often you will blame others for your problems or lack of success rather than examine what you have done or failed to do. Your tendency to be careless, forgetful and procrastinate can be very frustrating to those who know that you have the potential to do better. Since you do not exert a real effort in your activities, success does not come as often as it should and you may tend to lose confidence in yourself.

Scoring Key — Creative Potential

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain	
A	2	0	1	
B	2	0	1	
C	0	3	1	
D	0	2	1	
E	0	3	1	
F	3	0	1	
G	0	3	1	
H	0	3	1	
I	2	0	1	
J	3	0	1	
K	2	0	1	
L	3	0	1	
M	0	4	2	
N	1	4	2	
O	0	3	2	Total Score: ( )

23 points or more:

Since you are not bound by conventional ways of thinking, you have the capacity to formulate and recognize original and unusual ideas. Your curiosity may also encourage you to form existing ideas into new combinations, which is a necessary component of creativity. You are willing to experiment, even when some personal sacrifice is required and there is little assurance that your efforts will be rewarded. Being self-sufficient enables you to provide the time, energy and isolation that are necessary for creative activities. You are not likely to be distracted or discouraged by others (if) absorbed in a challenging task.

11 to 22 points:

You can recognize and appreciate a creative idea, although you are not usually tuned in to producing these ideas on your own. The sorts of creative activities that you may tend to engage in are more likely to involve the use of your hands or will involve objects that can be seen and touched, such as those used in arts and crafts. You may at times entertain the desire to be creative and may actually start creative activities, but the long, solitary grind may cause you to lose patience and interest.

10 points or less:

You usually are more interested in dealing with practical and down-to-earth matters than in chasing dreams. Since you tend to be somewhat conventional and realistic in your thinking, you are not ordinarily alert to the sorts of unusual ideas that are necessary for creative problem solving. Your need for the support and company of others may prevent you from setting aside the time that is necessary for prolonged periods of brainstorming. You are more likely to engage in activities that give you immediate results and which may be shared.

Group Attendance Record
CAREER SEMINAR

Counselor _____

Time of Day _____ Dates: From _____ To: _____

TESTS TAKEN	DATES (00/00/00)	IND. APPT. DATE	REPORT DATE TITLE

CONFIDENTIAL WRITE-UP FOR INDIVIDUAL COUNSELING SESSION

Client _____

Counselor _____ Date _____

Keep comments short. Sentences do not have to be complete. Please be sure to include the following:

Initial Session: Physical characteristics, manner and dress, expressed difficulties and concerns, family situation, financial state, stated physical disabilities and/or mental health problems, expressed strengths and/or weaknesses.

All Other Sessions: Describe what transpired.

Last Sessions: Indicate what goals were established and how client planned to implement them. Was referral made? Is follow-up needed? If not, indicate closure.

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GENERAL

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CORE MATERIALS FOR SETTING UP A CAREER RESOURCE CENTER

Vocational Biographies
Dept. RO-8, P.O. Box 31
Sauk Centre, MN 56378

Occupational Outlook Handbook
Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402
Bulletin 2205

American Trade Schools Directory
Croner Publications, Inc.
211-03 Jamaica Avenue
Queens Village, NY 11428

Handbook of Trade and Technical Careers and Training
National Association of Trade & Technical Schools
2251 Wisconsin Ave. N.W.
Washington, DC 20007 Free

Paying for Your Education
The College Board
888 Seventh Avenue
New York, NY 10106

National Apprenticeship Program
Bureau of Apprenticeship and Training
Employment and Training Administration
U. S. Department of Labor
601 D. Street N.W.
Washington, DC 20213 Free

Career Opportunities in Licensed Practical Nursing
National Association for Practical Nurse Education and Service, Inc.
254 W. 31 Street
New York, NY 10001

Opportunities in Paramedical Careers
Alex Kacen
VGM Career Horizons
4255 West Touhy Avenue
Lincolnwood, IL 60646

Computer Careers
Consumer Guide
Fawcett Columbine, NY 19811

The Metropolitan New York Job Bank
Bob Adams Inc.
30 Kinross Road
Brookline, MA 02146

PUBLISHERS OF ASSESSMENT INSTRUMENTS AND OTHER MATERIALS

Career Assessment Inventory
Temperament and Values Inventory
National Computer Systems
Box 1294
Minnesota, MN 55440
800-328-8340

R Woods Consumer Info Center
PO Box 100
Pueblo, Colorado 81002

Myers-Briggs Type Indicator
Strong-Campbell Interest Inventory
Consulting Psychologists Press
577 College Ave
Palo Alto, CA 94306

Edits Publishing
PO Box 7234
San Diego, CA 92107
619-222-1666

Ready Reference Press
PO Box 5249
Santa Monica, CA 90405

Campbell, David
If You Don't Know Where You Are Going

Argus Communications
PO Box 3000
Allen, TX 75002

Bureau of Labor Market Info
Rm. 488 Bldg. #12
State Office Bldg. Campus
Albany, NY 12240

16 PF
Institute for Personality and Ability Testing, Inc.
PO Box 188
Champaign, Illinois 61820

Barron's Publishers
113 Crossways Park Dr.
Woodbury, NY 11797
516-921-1797

Publishers Test Service
McGraw Hill
2500 Garden Rd.
Monterey, CA 93940-5399
800-538-9547

Adkins Life Skills Program
Institute for Life Coping Skills
Box 138
Columbia University
New York, NY 10027
212-678-3181

World of Work, Inc.
2923 N. 67 Pl.
Scottsdale, AZ 85251
602-946-1884

Sunburst Communications
Room R5626
39 Washington Ave.
Pleasantville, NY 10570-9971

Education Ass. Inc.
8 Crab Orchard Rd.
Box Y
Frankfurt, KY 40602
1-800-626-2950

Womend Ed. L Equity Act
Publishishing Center
Education Center
755 Chapel St.
Newton, MA 01260
800-225-3088

Omnibus Personality Inventory
Psychological Corporation
5 Sampson St.
Saddle Brook, NJ 07662

Allied Health Education
American Medical Association
Order Department OP-182
PO Box 10946
Chicago, IL 60610

What To Do With The Rest Of Your Life
Catalyst
Simon & Schuster Building
New York, NY 10020

New York State Employment Service
Job Service Division

College and Graduate School Guides

Catalogs from local colleges and schools

CERTIFICATE

NAME OF SCHOOL OR AGENCY

To all persons be it known that

has successfully completed
The Career Development Seminar

In Witness whereof, this Certificate is inscribed and awarded

SEAL Issued on _____
Date

_____
Counselor

_____
Director

FOLLOW UP EVALUATION

CAREER COUNSELING PROGRAM
Port Washington Adult Education Program

Dear :

The Port Washington Career Counseling Program is constantly trying to improve its services to the community. As a participant in the seminars, we are asking you to complete and return this questionnaire as soon as possible. You may tear your name off the top if you wish. Thank you for your help.

Today's date: _____ Date of Career Seminar: _____

Please check the following where appropriate:

Age: under 20 _____ Sex: M_____ F_____
20 - 30 _____
30 - 40 _____ Counselor's Name: _____
45 - 50 _____
over 50 _____

Present Level of Education: _____

As a result of your participation in the Career Seminar:

Have you set goals for yourself? Yes _____ No _____
Do you better understand the job search? Yes _____ No _____
Have you found a job? Yes _____ No _____
Have you changed jobs? Yes _____ No _____
Please name new job title: _____
Are you gathering information about educational and training programs? Yes _____ No _____
Have you made educational decisions? Yes _____ No _____
If yes, name program you will be attending or the type of program you hope to attend?

_____

Have you learned anything about yourself? Yes _____ No _____

Circle the following areas, rating changes in yourself: 5 indicates most change, 1 indicates no change:

Motivation	1 2 3 4 5
Increased Self-Confidence	1 2 3 4 5
Interest in Learning	1 2 3 4 5
Ability to Make Decisions	1 2 3 4 5
Ability to Set Goals	1 2 3 4 5
Overall Satisfaction With Self	1 2 3 4 5

Further Comments _____

_____

Would you be interested in further career counseling? Yes _____ No _____

If yes, please complete enclosed registration form.

Do you have suggestions of other people for group seminar? Please name: _____

_____